

The CLEARING HOUSE

A JOURNAL FOR MODERN JUNIOR AND SENIOR HIGH SCHOOLS

Vol. 34

JANUARY 1960

No. 5

In this issue:

New Trends in MFL Teaching

by THEODORE MUELLER

The Postmaster General Supervises
Letter Writing

by MARIE E. O'CONNOR

Thoughts on Discipline

by HERBERT MICHAELS

Treetown Adopts Multiple Diplomas

by G. L. PENK

The Natives Are Restless . . . What Keeps Junior from Growing Up? . . .
Homework: to Help or Not to Help . . . School Administrators . . . Your
Speech Reveals *You* . . . What Shall We Dub a Sub? . . . Can Learners Teach?

PUBLISHED BY FAIRLEIGH DICKINSON UNIVERSITY PRESS

The Clearing House

EDITOR

ELLSWORTH TOMPKINS, Associate Secretary,
National Association of Secondary-School
Principals, Washington, D.C.

MANAGING EDITOR

JOSEPH GREEN, Associate Professor, School
of Business, Fairleigh Dickinson Univer-
sity, Teaneck, New Jersey

COPY EDITOR

JANE McMASTERS DICKERSON
Rutherford, New Jersey

POPULAR ARTS EDITOR

PATRICK D. HAZARD, Assistant Professor, Annenberg
School of Communications, University of Penn-
sylvania, Philadelphia, Pennsylvania

BOOK REVIEW EDITOR

FORREST A. IRWIN, Professor, Fairleigh Dickinson
University, Rutherford, New Jersey

AUDIO-VISUAL EDITOR

EVERETT B. LARE, Audio-Visual Director, Ossining
Public Schools, Ossining, New York

ASSOCIATE EDITORS

PETER SAMMARTINO, President, Fairleigh Dickinson
University, Rutherford, New Jersey

FORREST E. LONG, Professor, School of Education,
New York University, New York, New York

CONSULTANT IN LANGUAGE ARTS

ARNO JEWETT, Specialist for Language Arts, United States Office of Education, Washington, D.C.

EDITORIAL BOARD

Term Ends December 31, 1960

HARL R. DOUGLASS, Director Emeritus, College of Ed-
ucation, University of Colorado, Boulder, Colorado
JAMES E. FRASER, Associate Professor of Education,
Oklahoma State University, Stillwater, Oklahoma
M. E. HERRIOTT, Principal, Airport Junior High
School, Los Angeles, California

HOWARD G. KIRKSEY, Dean of the Faculty, Middle
Tennessee State College, Murfreesboro, Tennessee
ERNEST G. LAKE, Superintendent, Union High School
and Junior College Districts, Fullerton, California
PAUL W. SCHMIDTCHEN, Superintendent of Schools,
Cape May Public Schools, Cape May, New Jersey

Term Ends December 31, 1961

ROBERT G. ANDREE, Superintendent, Rich Township
High School, Park Forest, Illinois
ROBERT M. HODGRISS, Principal, O. Henry Junior
High School, Austin, Texas
DONALD W. LENTZ, Principal, Carrie Palmer Weber
Junior High School, Port Washington, New York

FREDERIC T. SHIPP, Deputy Chief, Education Di-
vision, ICA/USOM, Manila, Philippines
GLENN F. VARNER, Assistant Superintendent, St. Paul
Public Schools, St. Paul, Minnesota
DON E. WEATHERMAN, Principal, Central Junior
High School, Marshalltown, Iowa

Term Ends December 31, 1962

CLAYTON E. BUELL, Assistant to the Associate Super-
intendent, Public Schools, Philadelphia, Pennsylv-
ania
TED GORDON, Supervisor, Youth Services, Los An-
geles City Schools, Los Angeles, California
WILBUR H. MARSHALL, Supervisor of Secondary Edu-
cation, Broward County Schools, Fort Lauderdale,
Florida

DELMAS F. MILLER, Principal, University High
School, West Virginia University, Morgantown,
West Virginia
CLIFF ROBINSON, Director of Secondary Education,
Public Schools, Eugene, Oregon
CLARENCE H. SPAIN, Principal, Binford Junior High
School, Richmond, Virginia

Editorial and General Office: THE CLEARING HOUSE, Fairleigh Dickinson University, Teaneck, New Jersey

Subscription Office: THE CLEARING HOUSE, 205 Lexington Avenue, Sweet Springs, Missouri

THE CLEARING HOUSE is published at Curtis Reed Plaza, Menasha, Wisconsin. Editorial office: THE CLEARING HOUSE, Fairleigh Dickinson University, Teaneck, New Jersey. Published monthly from September through May.

Subscription price: \$4.50 a year. Two years for \$7.60 if cash accompanies order. Single copies 60 cents. Sub-
scription for less than a year will be charged at the single-copy rate. For subscriptions in groups of ten or more, write
for special rates. Foreign countries and Canada, \$5.10 a year, payment in American funds. Printed in U.S.A.

Entered as second-class matter at the post office at Menasha, Wisconsin, under the act of March 3, 1879. Accepted
for mailing at the special rate of postage authorized October 4, 1955.

Copyright, 1960 Fairleigh Dickinson University

The Clearing House

A journal for modern junior and senior high schools

VOL. 34

JANUARY 1960

No. 5

Contents

The Natives Are Restless	Gerald Rastery	259
Tough Assignment	Donald W. Robinson	261
Can Learners Teach?	Walter Trasin	263
Teaching Poetry: Tears or Triumph?	Edgar Logan	266
Edgar Logan	Mary P. McKenna	269
New Trends in MFL Teaching	Theodore Mueller	271
What Shall We Dub a Sub?	Frances M. Gaudreau	275
Church and State in a Public School System	Samuel A. Pleasants	277
The Postmaster General Supervises Letter Writing	Marie E. O'Connor	279
Homework: to Help or Not to Help	Mildred Gignoux Downes	283
Thoughts on Discipline	Herbert Michaels	286
School Administrators	Charles R. Keller	289
The Redlands Guide	Martin H. Munz	292
Parents and Their Children	Lorena W. Hendry	294
Your Speech Reveals You	Mabel Lindner	299
What Keeps Junior from Growing Up?	John H. Lounsbury	301
Hidden Tuition Costs in Florida	Vynce A. Hines	304
Treetown Adopts Multiple Diplomas	G. L. Penk	307

Departments

Tricks of the Trade	282	Book Reviews	310
Events & Opinion	297	The Humanities Today	315
Audio-Visual News	318		



CH articles are listed in the Education Index.
CH volumes are available on microfilm.

NOTICE TO WRITERS

We invite readers to write articles that report good practices, interesting experiments, research findings, or new slants on persistent problems in education. We prefer articles that combine factual reporting, interesting context, and incisive style. Topics should relate to programs, services, and personnel in junior and senior high school.

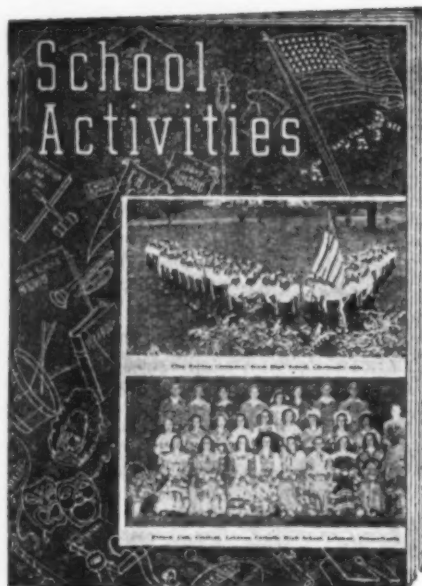
Manuscripts should not exceed 2,500 words, although we can use shorter pieces of 100 to 600 words. Write what you have to say in as few words

as possible. Eliminate trite phrases and unnecessary words that serve only to fill up space.

Typing should be double spaced. Keep the carbon copy and send us the original. To tailor articles to available space, we may have to make slight changes in the manuscript. Do not expect the return of your manuscript until members of the Editorial Board have had enough time to give it full consideration.

Send manuscripts to the Editor, The Clearing House, Fairleigh Dickinson University, Teaneck, N.J.

Leading Educators Agree . . .



School Activities Magazine

is a valuable asset
to every school

"Every issue is full of good ideas."
—Gerald M. Van Pool, National
Education Association

"School Activities Magazine should
be in the library of every high school
in the country."—E. A. Thomas,
Commissioner, Kansas State High
School Activities Association

And Here's Why . . .

In monthly issues during the school year, SCHOOL ACTIVITIES Magazine tells you the all-important "how-to-do-it" of successful school programs. Outstanding contributors give suggestions for planning activities, and articles from schools over the entire United States tell you how THEIR school handled a particular event. In your school library, it will be invaluable to student leaders and faculty sponsors.

The contents cover activity programs, school assemblies, class plays, clubs, athletics, student publications, student government, debate, financing activities, homerooms, pep clubs, music, commencement, parties and banquets, and other miscellaneous extra-curricular activities.

SUBSCRIBE NOW!

SCHOOL ACTIVITIES Publishing Company
1041 New Hampshire, Lawrence, Kansas

Please enter my subscription to SCHOOL ACTIVITIES Magazine

One Year at \$4.00 ☐

Two Years at \$7.00 ☐

Name

Street

City State

THE CLEARING HOUSE

A journal for modern junior and senior high schools

VOL. 34

JANUARY 1960

No. 5

The Natives Are Restless

By GERALD RAFTERY

THE SLIM FIGURES MOVE in a unison of ritualistic swaying and stamping, while they softly murmur a tribal chant to the insistent beat. I shake my head sadly; this is a far cry from the dances of the remote civilization that I remember—the Charleston and the Big Apple.

"All right, knock it off!" I growl as I walk into the room. The dancers look at me with hurt eyes. "Turn down that radio. Is this the library or the Sugar Bowl?"

That's a fair question because sometimes I'm in doubt myself. When I started modernizing the junior-high-school library, I had no idea where it would end.

The radio is a good example. When I installed it, I pictured it as always tuned low,

and softly adding a background of good music to the library atmosphere. What a blind fool I was! The consensus of student opinion agreed that a radio is a great distraction if it is tuned too low. Up went the volume and, once the pupils could hear it distinctly, they discovered they didn't like my choice of music.

I scouted the dial hopefully and turned up a couple of FM stations that provided a solid hour at a time of Muzak-type programs with only an occasional public service announcement. The library customers sighed and tolerated it.

But just barely. One morning the station offered a rather spirited rendition of a group of songs that included "St. Louis Blues" and "Melancholy Baby." My face must have showed that I recognized the tunes—something that doesn't happen too often these days. One youngster gazed at me and shook his head pityingly. "Don't you ever get tired of that classical stuff?"

Slowly, student opinion took shape. I came to admire those farsighted minds in the Kremlin which decided to produce radios locked to a single wave length. My set was turned out by a corrupt democratic capitalism, and it was a pushover for the underground. It still is. The stealthy fingers of a saboteur will silently manipulate the tuning and volume controls, and the nostalgic ballads of a bygone age will slide almost imperceptibly into the triplet-figured double beat of the voice of freedom—rock-'n-roll.

EDITOR'S NOTE

This is about music and how it affects boys and girls in school. The "natives" are the youth and the "restlessness" relates to their behavior on hearing their particular kind of music. But the author's way with words is also music albeit of a different sort. For here is sensitivity in writing of a high order. To be sure, the article doesn't tell a story, point out a moral, or discuss seriously a weighty issue, but it rings true. We envy the writer's ability to write and to comment humorously on the characteristics of "the natives." Wouldn't it be a privilege to have him as a teacher and librarian? Well, pupils in an Elizabeth (New Jersey) public school do, the lucky natives!

Of course, it isn't quite imperceptible. With the sneakiness of subliminal perception, it steals into my consciousness. Nerves begin in midmorning a jinglejangle that normally doesn't set in until two-thirty in the afternoon. I break out in tics and twitches, like that stage of a hang-over which the poetic German mind describes as *morgen katzenjammer*.

The symptoms are unmistakable. I straighten up from the children I'm working with and peer down the library. The little group around the radio stares back at me with wide, innocent eyes. That wraps up the case; those wide innocent eyes are watching to see if mine are narrowed and suspicious. And they are. I level a stern forefinger and back it up with a ferocious frown. Down goes the volume.

That eccentric old man again! Blowing the whistle on a little quiet music appreciation!

Of course, the young music lovers cannot understand that mere noise is a problem to the prematurely aging adult—the

teacher, in short. To youngsters, loud music and noise in general are the stimulant their elders find in a strong cup of tea or an extra-dry Martini. It is the tin can kicked along the street that cheers them up, it is the empty bottle smashed exhilaratingly against a curb—this is freedom and self-expression.

Noise never tires them because nothing in the world can tire them except boredom. At the end of a library period, I have seen a table full of kids sitting utterly exhausted by the tedious toil of turning encyclopedia pages, and maybe writing a few words now and then. The bell calls me out to my hallway task of producing simple disorder out of elemental chaos in the passing lines, and the toilers are transformed.

Up goes the radio volume and the exhausted students leap and sway happily into their traditional native dances. It is a strange world they live in, where the natives are always restless. Friendly, often; communicative, sometimes; but always restless.



Education and Politics

Who decides whether a school is "progressive" or "traditional"? The electorate, the school board, the state superintendent of education, the local newspaper, the chamber of commerce, the parent-teacher association, the principal, the professor at the state teachers college, the teachers in cloak room conversations, the teacher who reads an article in *Time* magazine and is influenced by it, the children who accept one approach and resist another. All of these and many more participate in the policy decision. All of these are a part of the political process in and around education.

To take education out of politics, therefore, is impossible. Choices can be made as to which types and kinds of political influences will be given preference, which will be handicapped, but politics in a governmental program of the magnitude of education is inevitable. Educators tend to prefer, of course, professional politics to what might be called democratic politics. Any group which has, or thinks it has, a special lore and a special competence tends to feel that it should give the public what it ought to want rather than what it really wants (and what it "really" wants is not easy to determine). This is rationalized as staying out of politics. But, while this can be said, it can never be accomplished. All that can be done is to exercise some slight choice between kinds of politics.—YORK WILLBERN in *Teachers College Record*.

TOUGH ASSIGNMENT

By DONALD W. ROBINSON

A FIFTH-GRADE STUDENT came home and announced with visible concern that his assignment was to prepare a research report on Oriental religions. He had no background of Oriental religions, had no knowledge of research methods, and had received no instructions on how to plan or execute the assignment.

An eighth-grade girl was equally perturbed by her assignment to prepare a lengthy bibliography on any subject of her choice. Teacher had explained what a bibliography is, but had offered no specific clues as to how one goes about assembling it.

A senior, being a senior, was outwardly blasé but inwardly panicked by her assignment to read and summarize fifty short stories in the next four weeks.

It is obvious that some teachers still make assignments without explaining carefully how the job is to be done. Some youngsters learn quickly from their own trial-and-error

methods how to use reference materials and how to prepare reports. More do not, and these are the ones who flounder and become nonachievers largely because they were never taught how to do the things they were told to do.

A question might also be raised about the mere magnitude of these assignments. Some teachers, in a frantic effort to prove that they maintain tough standards, are actually inviting slipshod work by requiring such masses of work that students can complete them, if they complete them at all, only in the most superficial manner. Many harried parents, as confused by the mountainous assignments as their children are, admit that they hate to see the children studying past midnight, but are reluctant to tell them not to finish their work.

Some teachers allow this to happen because they lack confidence in their own judgment and in their own professional competence. They allow themselves to be panicked by the generalized criticism of the Bestors and the Rickovers and their local prototypes, and are pressured into ill-advised and poorly planned toughening-up measures.

A third aspect of the tough assignments is more baffling and perhaps more serious. It is the possibility that today's teachers are doing exactly what they accused the uninformed teachers of our grandparents' day of doing. We seem to be ignoring our knowledge of psychology and treating children like small adults.

At its worst this finds expression in demanding excessive amounts of work, establishing no standards for quality of work, and placing too much responsibility on the child too early. Expecting elementary and high-school students to perform independent research with too little guidance or di-

EDITOR'S NOTE

We have often wondered why some teachers give the same homework assignment to all pupils in the class. After all, individuals are different, and why shouldn't they have differentiated assignments? Then there would be less likelihood of copying or conferring by telephone on homework. It has always seemed to us that a teacher who never gives differentiated assignments to a class is lazy, and that one who requires an excessive amount of homework is particularly lazy. There's no sense in being tough for the sake of being tough. Mountains of busywork alone will never produce a scholar. That's what our author says. He is from San Francisco, California, and teaches at Carlmont High School in Belmont.

rection is exceptionally frustrating, especially to a youngster who does not receive support and assistance at home. Expecting him to set a challenging standard for himself, especially if the publicized standard of the most brilliant is beyond his reach, is unrealistic. Through high school most students really need the emotional support afforded by knowing what is expected of them. Just "do your best" is not always enough.

The unreasonableness of expecting all students to learn the same things at the same speed and with the same degree of understanding should lead to active concern for individual differences. This means flexibility of standards and, where possible, individualized standards. Where it leads to abandonment of standards or to the adoption of a democratic but undemanding "set your own standard," it has defeated its purpose and destroyed the educational benefit.

It is necessary to insist that the warning

sounded here is not against giving the student some freedom in the selection of study topics or encouraging his initiative in solving work problems. The warning is against expecting him to perform tasks he is not mature enough to perform. It is against the danger of becoming pressured by public demands into substituting more work for better instruction. Acceleration has merit for some students, especially if carefully planned and accompanied by adequate instruction. Mere doubling of work loads accomplishes little.

For all our learnings about individual needs, the temptation remains strong for some high-school teachers to direct the assignments for all students into the specialized channels of academic research, and too often without adequate instructions. With care and caution we can do a better job than we are doing of improving performance without compromising our convictions with regard to individual learning needs.



Teach for Openness

If we teach for subsistence and adjustment, the teacher probably should be concerned primarily with assigning, drilling, hearing and testing to see that youngsters have learned the correct things and learned them in large enough quantity. Naturally, there is a danger of producing closed people by these techniques since we learn what are supposedly the "right" answers and the "right" ways of doing things. Since these are "right," other ways must be "wrong." When the teacher permits less academic behavior to occur he does it for motivational purposes or to reduce boredom. When he permits children to follow their own interests, it is usually as a reward for academic work well done.

In this sort of teaching a child is rewarded for giving the response and doing the things judged as best by a significant other person (in this case the teacher). The teacher places conditions of worth on the student and makes the important decisions for him. The child begins to distrust his own desires and worthwhileness. He distorts his own experience to make it more consistent with what he is told by the significant other. Since he is not usually

allowed to follow his own interests, he begins to see himself as unimportant and perhaps as worthless. He begins to defend himself and thus becomes closed to further experience.

If we teach for openness the teacher's responsibilities are difficult. He seeks to establish a climate of concern for differences and acceptance of these differences. He assumes that children want to learn, to grow, to develop, and to make the most of their abilities. . . . His primary concerns are represented by two questions: "What is really of concern to you?" and "What do you intend to do about it?" Evaluation of pupils is not directed at, "How much of the 'right' things did you learn?" but at, "How responsible a job did you do on the things that we agreed were important?" In this teacher's classroom the child is eager to express his interests and his different ways of perceiving. He recognizes that other people do not always agree with him but he does not think less of them or of himself for it. He is free to explore, to learn, and to exercise imagination and creativity. He is open to new experience.—ROBERT E. BILLS in *Educational Leadership*.

CAN LEARNERS TEACH?

By WALTER TRASIN

IN CLASSROOM LECTURES and discussions we teachers try to reach and involve all our students because we feel that learning is an active experience, not a passive one. We no longer think of the student as a sponge, but rather as a participant in a two-way process of communication. Every teacher develops his own methods to help achieve this communication of ideas. One technique centers around drawing out questions from the students. An ideal situation of this type would be one in which a flow of questions came from all members of the class. But in the formal classroom situation the teacher is, in a sense, a barrier to the free flow of ideas simply because he is not one of the students. Although the personality of the teacher may range from the disinterested type on the one extreme to the "one of the boys" type on the other, his status is different. He represents the adult world and authority and to that extent inhibits the response of students.

When a student attempts to instruct his classmates, however, a new and dynamic factor seems to be injected into the learn-

ing experience, an element affecting both the student and his audience. There is something of the competitive spirit between student and class, a game to be participated in, a contest to be won, an enemy to be defeated. This relationship encourages a free flow of questions in which nearly all class members seem to become involved.

Not long ago I watched Rudy, one of my students, explaining to his class the operation of a fuel gauge. Rudy began his talk with a modest store of knowledge acquired from reading a description in his textbook, looking at a mock-up, studying sketches in a well-thumbed and slightly greasy reference volume, as well as from his experience with the gas gauge of his own car (on a Saturday evening the gauge usually moves from almost empty to something less than half full depending on the state of his finances). With this varied background of experience he felt reasonably confident before his classmates.

With a flourish he completed the last line of a sketch on the chalk board and turned to face the class. "This gauge is really very simple," he said. "The current has a choice of two paths. It likes to follow the easiest one so . . .," and using a piece of chalk he traced out the electrical circuit of a fuel gauge. "Understand?" he asked. It was quite obvious from the faces of the boys that they did not. Several hands waved vigorously in the air. Rudy nodded in the direction of one of them. "I don't get it," a boy said. "How come that's the easiest path?" A look of scorn flashed across Rudy's face, followed gradually by a frown. He was thinking. Resting his elbows on a demonstration table near the chalk board, he studied the fuel-gauge mock-up. The gauge consisted of a float unit and a fuel-indicating unit and was mounted on a

EDITOR'S NOTE

The answer to the question in the title is YES. With reservations, of course. A learner can teach fellow pupils if he has a handshaking acquaintance with the particular subject matter he is trying to teach. It would be disastrous for a pupil who doesn't know to attempt to teach others what they ought to know. So, the answer to the question is sometimes, but not often, NO. The author, who teaches industrial arts at Montebello, California, illustrates clearly how a learner can teach and by his teaching increase his learning.

piece of plywood about a foot and a half wide and two feet high, standing upright from a wooden base. Wires connected the gauge to a six-volt automotive battery placed alongside.

Rudy reached out his hand and touched the float. Keeping his eyes on the fuel indicator, he raised the float. The needle of the gauge moved toward FULL. He let the float drop, and the gauge indicated EMPTY. He repeated this action several times. Then his frown dissolved. "It's the resistance," he said with a quick grin, but his audience still appeared to be unsatisfied. Several of the students raised their hands, some of them speaking without waiting to be recognized. Some edged their chairs toward the front of the room. There were many questions. Rudy tried to answer each one and frequently his answers were challenged by further questions. Step by step he was pressed along toward a more complete explanation, sometimes leading, sometimes following. Finally after his summary the last of the die-hards appeared to be satisfied.

By the time Rudy returned to his seat among his classmates, he knew quite a lot about the operation of a fuel gauge. Part of what he knew had grown directly from his teaching efforts. At the start of his talk, he thought he knew all about his subject. This happy state of mind, however, did not last long. As he tried to communicate his mental images to the audience, he faced two problems: The first was to find adequate words to express what he knew, so that they also would know. The second problem was the sudden realization that there were large vacant spaces in his own knowledge, areas that needed to be filled to accomplish his purpose.

With sharpened senses he directed his efforts toward the solution of both problems. He explored his subject with increased concentration, picking up cues from his audience and drawing on his own previous experiences. He became aware of

relationships he had not seen before. His classmates, participating actively in the learning situation, focussed their attention on him and he was both pleased and apprehensive, pleased that he was the center of attention, apprehensive that he might not meet with their approval. They bombarded him with questions which spurred him to greater effort, forcing him to dig deeper into his subject in search of answers. He was thinking on his feet. Had the class been teaching Rudy (and one another) while he was teaching them?

It was apparent that the interaction between the class and the student was a major factor in the success of Rudy's presentation. If the group had not responded or had accepted uncritically his first attempts at explanation, Rudy would have had no need to probe deeper. If a pat answer and a bland acceptance of it by the class had been enough, little learning would have resulted. Does a passive relationship exist between teacher and student in our formal classroom activities? Do students accept our statements uncritically? How frequently are we challenged? When was the last time a penetrating question from a student jarred our brain cells loose from their customary attachments, forcing us to search for further information, perhaps to modify entire concepts?

There was no status barrier, however, between Rudy and his audience. They were his equals. He was one of them. They identified themselves with him, wanting him to succeed and at the same time taking great delight in challenging him and feeling completely safe in doing so, for the question of authority was not involved. This dynamic relationship between the student and his audience led to further understanding for both.

What is the role of the teacher in this situation? Without his presence there would be mental, and probably physical, chaos. He is, therefore, something of a policeman (although this is not an acceptable thought

in teaching circles). He is an arbitrator, judge, guide, an organizer and director, a resource person. He is many things and in all of them he carries the authority of knowledge and experience, the authority of the adult. He sets the tone, encourages,

mollifies, contains. When the framework of the situation is established he may also find that he is an observer and will watch with pleasure while students experience the excitement of great and small discoveries. This, after all, is learning.



Fostering Family Life Education

Educators generally agree that they must deal with the school child as a unified whole, and that it is impossible to separate the mental, physical and other phases of his life and growth. Health and Human Relations (Family Life Education) or social hygiene is a vital part of the education of every student but too few schools in the country have recognized this fact, and since the advent of Sputnik there have been suggestions that this subject is one of the "frills" of education.

While most students are interested in their studies, they are likewise asking questions relating to social hygiene or family-life education. Such questions are to be expected when one realizes that the majority of young people receive little or no sex information from their parents because few students feel that they can discuss such problems with their parents.

Among educators who favor sex education in high school there is divergence of opinion as to what it is or what it should be. At one extreme is the urgent recommendation that the subject be restricted to an exposition, by the biology teachers, of the facts about human reproduction. At the other extreme is the enthusiastic identification of sex education with the efforts to make boys and girls "good" by frightening them with the horrors of the venereal diseases and the stigma of unwanted pregnancies. Actually, neither extreme is acceptable. We should conceive of social hygiene as a phase of character education, directed toward the whole child.

Schools today must seek to develop normal and wholesome attitudes and ideals in relation to sex in life. Sex education must be developed and conducted as an organic part of the entire educational

program. The school is the most practical place for the program because practically all adolescent boys and girls are now enrolled in secondary schools. Thus the schools are best situated to reach most students. Finally, for many boys and girls, the school is sometimes their last chance to get guidance without learning by bitter experience.

However, fundamentally, the first duty of sex education belongs in the home. Many parents, realizing this, have already given their children splendid education of this sort. They have been pioneers, deserving much praise for their courage and common sense, but they are too few in number. The chief difficulties do not lie with the school children, but rather mainly in the inhibitions and perverted attitudes of adults. The first and fundamental requirement for all concerned in teaching is to rid themselves of such self-consciousness and embarrassment and to acquire clean, wholesome views that will enable them to deal with sex education as naturally as with any other facts.

There are many teachers still affected by historic sex taboos, resultant repressions, misunderstandings and aversions. Many teachers have not had courses in anatomy, physiology or personal hygiene in their college curriculum and they are not equipped by background or training to deal with the problems of sex education.

However, because of the rich background most teachers do have and their experience in methods of teaching, they are in a good position to learn anew the important biological, psychological, and sociological facts and principles which parents and adults need to know in connection with sex.—FRANK B. HAAR in the *Coordinator*.

TEACHING POETRY

Tears or Triumph?

By EDGAR LOGAN

DO YOUR HIGH-SCHOOL LITERATURE STUDENTS think poetry is for the birds? Do your boys feel that poetry is "sissy stuff"? Do most of your students let you know by their martyred looks and their moans and groans that no real, live 1959 model young person should be expected ever to read poetry, much less appreciate it?

For years I had dreaded that portion of the semester when we reached the poetry section of our literature book. When I was a young teacher, I thought that my own enthusiasm for good poetry could "sell" that important part of our literature to all my classes, but as the years went by and more and more students with negative mind-sets toward poetry came into my room, I realized that my own love for good poetry was not enough. I began to feel that I was taking money under false pretenses. An appreciation of poetry was one aim that we English teachers had set up for each of

the thirty-eight million pupils in our schools. Yet I doubted that I had been able to inspire even a score of students in nearly twenty years of poetry teaching. I had had my share of successes in producing good prose writers and writers of *Scholastic* award-winning essays and articles, but I could remember only one or two exceptional poetry writers who had come out of my classes.

On a bright April day a couple of years ago, I was looking down in the mouth as I thumbed my way through the poetry section of an anthology in the teachers' study. "It's like casting pearls to swine!" I muttered.

A fellow English teacher, Bob Freier, saw my scowl, heard my complaints, and tried to cheer me up. He told me that he had once had the same difficulties, but that he had stumbled upon a method of teaching poetry that had worked wonders in his classes.

Freier said that for a number of years he had been encouraging members of his literature classes to write original poetry. He stated that he now used student-written poetry to motivate interest at the beginning of the poetry unit in the textbook.

At first only a few of his pupils responded to his request to bring in original poetry. Freier wondered why there were so few. He finally decided that his pupils were reluctant to write poetry themselves because they felt that a poet has to have some vague "superhuman" qualities which they themselves do not possess.

"Today," said Freier, "after years of experimenting I ask *all* of my literature

EDITOR'S NOTE

Our teacher insisted that we learn

*Flower in yon crannied wall,
I pluck thee forth, root and all*

and recite it with gestures. We were told it was great poetry, but it didn't convert us and other nonbelievers. The trouble was that we rebelled at having to stomach something that somebody else decided for us was good poetry. How different is the burden of argument in this piece by our friend and regular contributor, teacher at Denby High School, Detroit, Michigan. If you read this article, please look at the one which follows it.

classes (ranging from ninth to twelfth grades) to write poetry. How many students respond? Practically *all*. Invariably, the response to the poetry-writing assignment is better than to my more frequent requests for prose. However, the secret is that the work is approached in such a way that no one performs under a feeling of dread or compulsion."

From the poetry that his students have written in the past, Freier has built up a thick file. Some of his material is clever, some is humorous, and most is serious. Quite a bit of it is in free verse, but much of it is traditional.

"All of it," said Bob Freier, "seems quite wonderful to me because I know the young people who created it, and I am well aware that most of these writers are far from brilliant."

After Freier's students have spent three to four days on the easiest textbook poems, he spends a class period reading to the class from the student poetry in his file. Students are usually amazed to find that some of their friends—sometimes older brothers and sisters—ordinary people—were able to write such interesting poems.

"This period spent on student material," said Freier, "usually turns out to be one of the most interesting and satisfying days of the semester. The change in attitude toward poetry in general is remarkable. From there it is only a short step to having members of the class write verse of their own."

Freier invited me to come in during one of my free periods to see his bag of tricks in teaching poetry. I was happy to have the opportunity to observe him at work with one of his classes. On the first day of the poetry-writing assignment, everyone was asked to write eight lines or more during the class period (to insure originality). A few pupils groaned, but most of them were willing to try because the writings of other young people heard the day before had inspired them to believe that they too might be able to write a few lines.

Bob Freier forced no one. He approached the assignment in a spirit of fun and good sportsmanship. He set the stage so that no pupil would feel agonized by inability to produce a sparkling gem on the spur of the moment.

He told his pupils he was not expecting perfection and therefore whatever they could produce would be acceptable. Freier told me later that he believes that no pupil can be expected to make a first attempt at any writing as subjective as poetry unless he trusts his teacher will be understanding and will not use anything he writes to embarrass him.

At the end of the period, Freier collected the poetry efforts of his class. We read them together. We discovered no Keatses, Shelleys, Poes, or Whitmans. Most of the students had not been able to produce anything quotable. But the surprising thing was that we found so much that was actually readable and enjoyable.

Freier's pet peeve is teachers who are so "sensitive" that they cannot bear to read quantities of "bad" poetry produced by the hot-rod and blue-jean set. He maintains that the same fastidious souls have to read great reams of "bad" prose (judged by professional standards) every time they read through a set of high-school themes. "So why," he asks, "should they balk at reading a little student poetry written only three or four times a year?"

Freier finds that six or eight pupils in an average class will write so well that they should be encouraged to continue in their efforts. He finds that most of these students have never before been given the opportunity to write verse. This is a first attempt for many. Encouraged by the fact that the teacher and their fellow pupils have enjoyed their efforts, they bring in more verse from time to time for criticism, comments, and reading to the class.

Some of his pupils have gone on to write several hundred lines of poetry during the semester or have entered their work in local

and national contests with favorable results.

Imagine—Freier gets six or eight poets out of *every* class that he teaches, and I had been able to produce a mere handful in nearly twenty years of English teaching. I decided then and there to adopt Freier's method of teaching poetry. I knew that I couldn't keep on using my old methods that had produced little except apathy and boredom.

My old way of teaching poetry was to read from a textbook some verses that had been culled by experts. I tried to point out the beautiful and significant passages to the students. Meanings were minutely analyzed. Figures of speech and meter were noted and named. Discussion was invited and led. Finally, all or part of a poem might be assigned to be learned by heart. I really chewed those poems over until they lost all their savor. How I had sinned against youth! No wonder teaching poetry became drudgery to me and yawning boredom to my charges. Bob Freier, who loves good poetry, and who can write a bit of it himself, showed me what alchemy could result from letting my pupils write the kind of poetry that most teen-agers just naturally have bubbling inside of them.

My new approach to poetry is making me understand my students better. I seem to have gotten closer to the way they think and feel. They write verses about their hopes, fears, frustration, dreams, ambitions,

and attitudes. And I look forward to these poetry sessions. I've discovered that most of their poetry is fresh, interesting, and enjoyable. I've learned to bite my tongue and hold back my critical bark when the meter is rough and the thought a little muddy.

Best of all, I have learned that after having their own amateur efforts read, most students are more willing to go back to the textbook to try to find out how the professionals do it. Self-critical students recognize that their own poems have plenty of feeling but lack finesse. They want to improve their products. And they learn to appreciate the hard work and thought necessary to the production of a memorable poem.

It's taken me too long—nearly twenty years—to learn to get some *heart* into my poetry teaching instead of trying to make 'em learn by heart!

Now if you want to have some real fun this semester, get the kids in your English classes to knock out a few verses on such subjects as "Hot Rods," "Report Cards," "Dating," "Comical Relatives," "Puppy Love," "Favorite Teachers," "Money Problems," and "The Agonies of Writing Verse."

The study of poetry should ignite the generative faculties of the mind and open up the powers of expression. The English teacher must never let up on his campaign to sell his students and convince them of the importance and fascination of both reading and writing poetry.



Nurturing Illusions

If college students are shocked when anyone suggests that men are something less than free and equal, what must be the confusion among their non-college attending compatriots? And this gross misconception is actually fostered in our schools. Teachers present the ideas of eighteenth-century idealists without explanation or qualification. Misguided teachers introduce new anthologies by asking the class which stories they would like to read. (Of what possible worth is a student's opinion before he has read the selections in the anthology?) The illusion nurtured by such nonsense is dangerous.—JOHN GRAVES in *Phi Delta Kappan*.

EDGAR LOGAN

By MARY P. McKENNA

A man with ideas and ideals is Edgar Logan.

"Ideas are everywhere. You can pick them right out of the air," says Mr. Logan, an English teacher at Denby High School in Detroit.

He was once a reporter on the *Detroit News* and has seen much of the fissured side of life. The experience has not left him cynical. If anything it has strengthened his vision as a modern Socrates to imbue in the minds of youth the crucial value of education.

His ideas are expressed in words, his ideals in living. Because our teen-agers have been so maligned with the stigma of delinquency, he seized the opportunity to counteract the assumption that all teen-agers are transgressors. He wrote an article about the purpose and zeal of a group of high-school boys who came to school an hour early to study math and to build a "brainiac." All this without benefit of school credits for the boys, and without benefit of by-line for the author.

Mr. Logan's vocation is teaching; his avocation is writing. He is truly interested

in his pupils and will go out of his way to encourage any talents evidenced in their work. This serious teacher is deft in stimulating in his pupils the desire to learn. He brings out the best in them because he gives his best. He instills confidence because he imparts confidence. He is accorded respect because he is respectful. While reserved, he is friendly and approachable for class problems. The pupil feels at ease and comfortable in his presence, but never familiar. He has that special ability, a compelling, living interest in teaching. His is the epitome of quality teaching.

As a writer, he has been successful in writing travelogues. Recently he won a \$300 first prize in a national travelogue writing contest. At least a dozen national magazines have published his articles. He writes book reviews on an adult level for teachers' magazines, and writes under his own name, Edgar Logan. Antipathy between himself and a geometry teacher galvanized him into a writing career. "She hated me and I hated her," he recalled. "When I was sick with the flu, she took advantage of my absence in class to get in some spiteful remarks about me. She told my mother I was not trying but I was," he declared. "Her accusations were unjust.

"I returned the feeling towards her in full measure, so I caricatured and wrote out my emotion in a story about her, which I sent to a boys' magazine, which promptly bought it. Unfortunately, I used her right name and it caused considerable embarrassment when the story was published." He chuckled in reminiscence. "But at least," he added, "I had written some of the hatred and emotion out of my system, and it does help to write out emotion."

From there Mr. Logan went on to enter contests at which he has been proficient—if

EDITOR'S NOTE

This is the first time that we have published an article on a contributor to The Clearing House. Mr. Logan has sent us several manuscripts, all of which we have used. You may remember "Summertime House-Husband" and "Teaching Can Be a Ticket." The author of this word portrait is one of Mr. Logan's students in his adult night-school classes at Denby High School, Detroit. Incidentally, we have published this piece without Mr. Logan's permission. It is wonderful to have students as academic cheerleaders.

winning prizes is any criterion of success. Through his writing ability he was awarded a fellowship for a year of advanced study in creative writing under the John Hay Fellows Program. He chose Columbia over Yale and moved his family to New York.

Edgar Logan was born in Bloomfield, Kentucky, "in the horse-and-buggy days." He was graduated from high school at Monroe, Michigan, where his father was manager of the Amendt Milling Company. His father would have liked him to follow in the family tradition of milling, which dated back to Revolutionary War days. "But I didn't have a head for business, and the dust irritated my hay fever. Besides," he added, "I wanted to teach or write."

He received his M.A. from Wayne State University in Detroit, and started teaching at age twenty-four in 1939. He has a practical side too. "There was more money in teaching high school than in a professorship in college," he said. "So after teaching two years in college, I gave it up for high school and more money."

During school years he was active in sports, excelling in football and boxing. He entered the Golden Gloves twice and smilingly admits that he was knocked cold both times. He coached baseball one season and enjoys swimming, "skating with my son and dancing with my wife."

This man is the essence of masculinity and virility. He stands tall and straight as a pine tree. Emerson said, "A man is what he thinks about all day long." It is evident Mr. Logan thinks high and dreams high. Intolerance and prejudice seem completely foreign to him. Integrity is the keynote of his personality and character. His idealism is again focused on young people. He is on the advisory board of the Teen Age Book Club in New York City, which meets annually to review books.

His handwriting is upright, straight, and firm and has the look of a stout backbone. The handwriting characterizes the man.

You will be hearing more of this idealist with the ideas. Remember the name—Edgar Logan.



Down With Teacher Rating Scales

The simple procedure of giving increase in pay based on preparation and experience will, in the long view, cause fewer injustices and interfere less with staff morale than a rating scale of questionable validity. Backed by administrative courage sufficient to hold a teacher at the same level until improvement is demonstrated, placing a teacher on probation, or discharging him when there is no hope for improvement will meet the problem of the less-than-adequate teacher. As for the superior teacher there is no reason why provisions for double increment and promotion cannot be provided. And the formalized, detailed "rating" of teachers in qualities where teachers cannot be rated will not be necessary.

There is no reason why supplementary information about the teacher cannot be gathered to rein-

force the general and informal appraisal made by the principal or superintendent. Membership in professional organizations, participation in conventions, writing, attendance at special courses, travel, and other evidences of all-round professionalization of the teachers in a school system might well become part of each teacher's record. Such information would be considered by the administrator as promotion was being determined, or as the decision was made to move the teacher up on the salary scale, or hold him at level.

So, let's call it quits. Let's stop trying to fool ourselves into thinking it is possible to apply a make-believe measuring instrument to teachers who are not make-believe. Let's spend our time doing something important . . . and feasible!—ROBERT F. TOPP in *Education*.

New Trends in MFL Teaching

By THEODORE MUELLER

THE NATIONAL DEFENSE EDUCATION ACT, passed by Congress in 1958, emphasizes the use of new methods in teaching foreign languages. Part of the billion dollars available under the act is for the purchase of new equipment for education in foreign languages, for the development of better techniques, and for language institutes which will acquaint teachers with recent developments.

The need for improved foreign language teaching became apparent after the second World War when the United States was thrust into world leadership. The Army Training Program first focused attention on the fact that Americans can acquire a mastery of a foreign language. Since then different programs have been initiated to bring a great many students into contact with another language. The use of laboratory and audio-visual equipment characterizes most of them. Some are outstanding through their implementation of new teaching methods.

EDITOR'S NOTE

Believe it or not, it is not extremely difficult to learn to speak a modern foreign language. As a matter of fact, this is the natural way children learn their native tongue. Only when we begin a study of modern language by examining structure and memorizing conjugations does it become formal and tough. A bookish study has been ineffective in enabling anybody to speak a language with any degree of proficiency. The author of this thoughtful analysis is a native of France who received his Ph.D. from Northwestern, after which he taught in New York, Michigan, and now Florida, where he is assistant professor of foreign languages at the University of Florida.

Foreign language teaching in the past ten years has shifted its emphasis to the spoken language. The official "MLA Statement of Recommendations," prepared by a committee of the Modern Language Association, insists that the oral skills—speaking and understanding the spoken language—must be learned before reading and writing. The emphasis on the spoken language goes back to the turn of the century when the direct method came into use in some schools. This method focuses attention upon vocabulary and idiom. The audio-oral approach by contrast, which is based on a linguistic analysis of the target language, emphasizes the fact that language is an oral system, consisting of a few sentence patterns which the student must master before he learns much vocabulary. It is, therefore, also called "the pattern approach." Linguistic science has formulated a corpus, or "grammar," of the spoken language. This arrangement of the language facts differs considerably from the traditional grammar, which is an analysis of the written language. It differs in its approach, in its emphasis, in its formulation of the "rules" of grammar.

The structuralists describe each language as a signaling system of sounds. The distinctive sounds total only forty in English and thirty-six in French. The sounds of the language combine to form "words" and sentences in a melody, or tune, that is unique in every tongue. Stress, or loudness, unites with pitch and pauses to create the music inherent in each language. This tune is viewed as a significant feature, so that the sentence patterns and the tune, or intonational patterns, must be taught at the same time.

The vast vocabulary of a language is beyond the scope of a beginner in learning a foreign language. Like a child starting to

speaking his native language, the beginning student must enter the system—the sentence patterns—and perfect the tune before attempting to use many “idea words.” The de-emphasis of vocabulary and idiom in favor of the easy manipulation of sounds, sentence patterns, and tune, marks the great difference between the now outmoded direct method and the new structural approach.

Language is viewed as a skill that any human being can acquire. The human speech organs are capable of making the distinctive sounds of any language. To do so, the muscles must be trained to make the sounds without effort. The ear must be sensitized to hear sounds and tunes. This process is not an intellectual exercise. The training involved is analogous to that in learning to play a musical instrument. It is compared to the skill of a painter. Psychologists view language as a form of behavior, analogous to driving a car or to walking.

These views of the nature of language alter age-old concepts about the learning process. Now brought to the forefront is the necessity of developing skills, rather than memorizing rules, learning vocabulary lists, and giving lengthy explanations. It is obvious that a person may well know the traffic laws and the functions of each button in an automobile. But he still may not know how to drive the car safely through the streets of his home town. An intellectual knowledge of such matters may be helpful; however, the skill of driving an automobile consists in the automatic use of such “knowledge.” Likewise, the rules governing a language system are of little help in understanding or speaking; the student must acquire an automatic mastery of the language system.

The government pamphlet on “Standards for Materials and Equipment for the Improvement of Instruction” sums up the newer approach to foreign language teaching in the following words: “The learning

of a language *per se* is not so much the learning of body of content as it is the development of a skill. It is not something that the student *learns*; it is something that he *learns to do*. It is not something one *talks about*; it is something one *talks*. The myth that Americans have no aptitude for foreign languages arises from the fact that in many instances what they learned in high school and college was not foreign language at all. It was more or less erudite talk about foreign languages, in English.” The story of Professor Smith illustrates the point. At a party where he was introduced to the lady of the house as a professor of French, the lady remarked: “Oh, how wonderful! You speak French!” The professor replied: “No, madame, I don’t speak it; I teach it.”

The new trends in foreign language teaching relate to changed attitudes about the nature of language and the devices for providing students with a mastery of the skills. Techniques to implement the modern concept of language are being created. Today’s research in language teaching is no longer limited to a particular language. It takes into account a linguistic analysis of the target language as well as an analysis of the student’s native English. It is based on the laws governing learning, laws which are being investigated and defined by psychologists.

The basic principles underlying the learning of a skill is student participation. It is essential that the student *does* what he must learn, rather than watch somebody else doing it. He must participate. He must practice. He must drill until he has mastered each aspect of the skill. He must talk, repeat, and answer. Every student in class should speak for twenty-five minutes out of the fifty-minute class period. This means that the teacher must speak much less, and each student must speak much more.

Big classes present the most apparent obstacle to student participation. This, however, is only an apparent obstacle. Had the teacher but one student, that student

would not necessarily participate much more. The desirable student participation is not achieved under traditional teaching methodology. The exercises may not be interesting because they are not related to reality. The questions to the student may be too difficult. Pointing out the errors in a student's answer is another practice which inhibits participation. Of a ten-word answer, the one word which is wrong is picked out and brought to his attention, in the hope that in the future, he will avoid it. The foreigner illustrates rather well how this practice discourages speaking. Even though he insists that he wants his errors to be corrected, he becomes much less talkative when he is confronted with them.

The proper techniques will be those which engage the student in making the correct response. The exercise must be so planned and designed that an error is almost impossible. Errorless production can be achieved, as Professor B. F. Skinner has demonstrated.* The grammatical structure under study is broken up into a great number of infinitely small steps, each of which can be taken by the student, and each can be drilled through a large number of examples. The exercise begins with simple repetition of short sentences which gradually become longer. Then the student is asked to substitute the same structure word or verb form in a series of sentences. He then supplies two essential words in another series of sentences, and so on, until he has mastered the particular sentence pattern. Only then is he asked to answer questions. Each answer follows the same pattern which he has just drilled. In such circumstances the student participates. He keeps on speaking as long as he succeeds.

The use of audio-visual material, such as pictures, slides, filmstrips, and films is another device to engage the student in the language activity. A slide illustrating a French meal not only teaches the meaning

of these words. The details of the room, the table, its food, and the people, though these details may never be mentioned in the presentation, serve to create the atmosphere of the French home, in which the student becomes an unseen guest. Nothing is more natural than to repeat the sentences, or to engage in conversation about what is seen. Audio-visual materials arouse the student's interest and capture his attention. An illustrated talk about the country and the people who live there offers the most natural opportunity to use the language, to practice with it rather than to translate it. One gesture on the part of the teacher usually makes the meaning of the sentences self-evident.

The language laboratory is the best known solution to student participation. It offers the ideal opportunity to have every student talk all the time. It usually consists of a number of booths, which isolate each student from his neighbor. Through earphones he hears his lesson, which originates from a master tape recorder located at the teacher's desk. The lesson consists of alternate sentences and pauses. During the pause, he hears the correct answer, which he repeats again.

The language laboratory is also the place to help the individual who has difficulty. The teacher can devote his attention to him while the rest of the class continues to learn. Often through a word of encouragement the lagging student is helped to participate.

The laboratory should make it possible for the student to hear himself when he speaks. Learning a language is closely related to the transmitting of code signals. Here, too, the student attempts to transmit the model signal which he hears. It has been found that progress is seriously retarded if he does not hear the sounds which his movements emit. Even the highly trained telegraph operator may find his task upsetting when no tone patterns result. Likewise the foreign language student

* "Teaching Machines," *Science*, CXXVIII (October 24, 1958), 969.

should hear the sounds which his speech muscles emit at the time he makes them. Such "self-monitoring" is essential in learning a skill. Self-monitoring is accomplished through a little amplifier in the student's position. As the student speaks into the microphone, the amplifier transmits the signal to his earphones, bringing his response to his attention instantly. He hears himself as others hear him. Self-monitoring is not disturbing. It is a factor in our daily speech of which we are seldom aware. The corrections which we constantly make while we speak are the best indications that we listen to our own speech while speaking. If we prevent self-monitoring by plugging our ears, our speech becomes loud and uncertain, and we feel uncomfortable. Experience, on the contrary, shows that self-monitoring encourages student participation.

A language laboratory need not be expensive. The laboratories which provide a tape recorder or disc player in every student position needlessly increase the cost while cutting student participation in half.

In such a laboratory, the student is asked to record his responses, rewind his tape, and listen to his performance. Half of his time is spent inactively, listening rather than speaking. It is doubtful whether such passive listening will help the student as much as will continually speaking in well-planned exercises.

Machines may symbolize the new trends in foreign language teaching, but in themselves they do not reflect the new teaching philosophy. The fact that the student is talking in the foreign language from the first day of instruction best indicates the new approach. Techniques and machines are sought which make it possible for the student to participate in the language activity. Title III of the National Defense Education Act allocates certain sums of money to each school system to purchase such aids and equipment. Title VI establishes summer institutes in various parts of the country, where the foreign language teacher is given an opportunity to learn to use them for teaching in the "new key."



Supercharging Social Studies

Most important, to generate excitement in the social studies classroom there must be depth. A shallow or superficial treatment of any area of the social sciences will evoke only temporary excitement and that only among a small number of students. The social studies teacher may have enthusiasm and imagination and vision, but without depth he cannot achieve the maximum results.

Depth may be manifest in many ways. Perhaps the teacher is a real scholar, with excellent training in college and graduate school and with a true scholar's drive to know more. In other cases, with only the minimum of formal training in the social sciences, the teacher may have combined an omnivorous reading with a fine memory. Over the years he has stored up a rich supply of fact and fable, incident and descriptive passage.

Depth may be the partial result of a well-stocked

school library. . . . It may come through personal experience or through audio-visual aids. Too few of our teachers have learned that the printed word is not the only source of depth.

The student who finds the social studies exciting and challenging, and who because of that excitement not only enjoys but learns, must come to appreciate the vast extent of our knowledge about man's past and about the social aspects of the present. This vast body of knowledge has been made understandable, real and challenging so that the student not only discovers how much there is to learn but also the excitement of the learning. Thus the supreme art of teaching in the social studies may be creating this air of excitement, this atmosphere that stems from the teacher's enthusiasm, vision, empathy and depth of content.—RALPH ADAMS BROWN in *New York State Education*.

What Shall We Dub a Sub?

By FRANCES M. GAUDREAU

WE HAVE THE S.P.C.A.—that's for animals. We have the Society for the Preservation of Wild Life—that's for the birds. How about S.P.C.S.? Never heard of it? It is the Society for the Prevention of Cruelty to Substitutes. This society is in its infancy; as a matter of fact, you have just witnessed its birth.

As a charter member and self-appointed president, my first act is to wage a campaign to abolish the name "substitute teacher." There's something about this name that gives one the feeling of inferiority, and why not? *Sub* is a Latin prefix meaning "under," "beneath," "below." The sneaks—so that is what they've been calling us all these years.

The problem we now face is what to substitute for "substitute." Jack-of-all-grades? Clever, but lacking dignity, and of course, there would always be some "wise guy"—most likely a principal with a perverted sense of humor—who would finish the obvious ending. Emergency teachers? Not bad, but it has an ominous sound—a kind of foreboding of evil to come. Since it involves a case of supply and demand, why not "supply teacher?" Perish the thought! Visit-

ing teacher? That hits a responsive chord. It exudes warmth and friendliness, and a suggestion of prestige comes to mind, and *we do need all three!* So come on, *subs*, Let's get your reactions. What shall we dub a sub?

To raise the academic prestige of our newborn society we should clean house within our ranks, make sure that each member is doing a top-notch job. Let us not be satisfied with being glorified baby sitters or watchdogs.

We should also think over the personal qualifications that all teachers should possess: (1) Genuine interest in children and their problems; (2) self-control; (3) tact; (4) a sense of humor—doubly necessary in a substitute; (5) impartiality; (6) a keen desire to do more than that which is expected; and (7) knowledge of subject matter.

It is imperative that we try to get better supervision of our group. We need, we want, we demand constructive criticism of our work. Thus we will be able to answer the question, "Are substitutes unqualified?" with an emphatic NO.

American public schools have inherited some strange traditions. The custom of giving a substitute teacher a hard time is one of them. Why is this? Children are not born with preconceived notions about substitute teachers; but when as pupils in a class they face such a teacher, they lose sight of the standards that have been part of their daily living. Each says to himself "How much can I get away with?" The next syllable spoken, or the next move will determine the tempo. If the teacher is strong, she will maintain order and a relatively constructive program. If she is uncertain, she might as well "run to the hills" because the children will take over. She

EDITOR'S NOTE

Here we have the founder of the S.P.C.S., an organization that is destined to grow and prosper. What do the letters stand for? No need to guess. Just look at paragraph one, fifth sentence. The author admits that she wrote the piece as part of an assignment for the Rhode Island College of Education Summer School 1959. She added, "Whether it lands in your wastebasket or not . . ." Well, as everyone can see, it missed the wastebasket by a mile. We thank Dr. Sidney P. Rollins for insisting that the manuscript be sent to CH.

must gain the respect of the class at all cost and must remember that if she is assigned subject matter with which she is not familiar, she shouldn't bluff. The children can spot a phony. The incidents of pupil v. substitute could be avoided if the pupils were educated as to just what a substitute teacher is and exactly what function she plays in the educational system.

Getting along with the teachers in every school we are assigned sometimes poses a problem. In most schools, we find them friendly, eager to help, giving us the feeling of belonging. Usually these are happy schools. You sense this the minute you walk in the door. On the other hand, we find some teachers who give us the "mightier than thou" look. Here's where a good sense of humor pays off. And the teachers' room, Oh! There's where the little *sub* must "see no evil," "speak no evil," "hear no evil." The conversations are an education in themselves. If the school committee had a meeting the previous night, that's always good for a few juicy observations—with no holds barred.

The social prestige of the substitute teachers would be given a shot in the arm if occasionally we could address the Parent-Teacher Association. This would be a good way to show the parents that we aren't really "two headed purple pupil-eaters," al-

though we do have *four* eyes—one in the front, one in the back, and one on either side of the head—to keep track of their little cherubs. These chats would greatly aid our cause and bring about a better understanding of the problems we face and might also insure a little more respect from the children.

Substitutes—don't give up! Help is in sight, for you have a champion in Myrtle Mann Gillett who wrote in the April, 1948, issue of the *Journal of Education*: "The 'unqualified substitutes' start out sometimes as different because they are not steeped in the pseudo-professionalism which courses on education often seem to aim to give. The critic who knows enough might easily see that this lack is not a defect but an asset. Let's grow and judge people with our own intelligence for what they are, not for what they are supposed to be. Let's grow up enough to want to be fair."

BIBLIOGRAPHY

- GILLETT, M. M., "Are Substitutes Unqualified?" *Journal of Education*, CXXXI, No. 4, (April, 1948), 124.
- MELENDY, RUTH W. and JOY, FRANCESCA, "Give the Substitute Teacher a Break," *Nation's Schools*, XLV, No. 3 (March, 1950), 37-39.
- WAYNE, MARK C., "The Grooming of an Able Substitute," *School Executive*, LXXVIII (May, 1959), 59.



Joint Teaching—The first actual teaching done by the student teacher should be a joint effort of the student and the supervisor. It should be jointly planned and thoroughly discussed. It should involve one lesson after which the supervisor would teach and have the student observe for particular things pointed out by the supervisor in the post lesson conference. Then the student teacher should once again attempt a lesson in the same subject area following the same procedure of joint preplanning, teaching, post conference, directed observation. As time goes on and the student grows in her ability to teach she will accept more and more of the teaching of the particular subject and the supervisor will find the number of times she teaches in that particular area dwindling.—CLIFFORD J. KOLSON in the *Peabody Journal of Education*.

Church and State in a Public School System

By

SAMUEL A. PLEASANTS

THE ISSUE OF THE LEGALITY OF "RELEASED TIME" in the nation's school systems has come very much to the fore since a trio of Supreme Court decisions between 1947 and 1952. It is estimated that two thousand school districts currently have some form of religious instruction, and school authorities are naturally interested in the opinions of the United States Supreme Court as to their legality.

The First Amendment to the Constitution contains a clause that Congress "shall make no law respecting an establishment of religion." Until 1947 there were only four cases concerning the meaning of the clause. The constitutions of nearly all the states contain provisions prohibiting aid from public funds to any religious or sectarian group. Very few of the cases concerning interpretation of the state constitutional bans upon public aid have come before the United States Supreme Court. The result of all this was that the problem raised in a trio of cases was without any applicable

judicial precedents and with no clear idea of the intents of the framers of the clause. It seems quite clear also that the situations that have arisen under the clause in modern times could not have been foreseen one hundred and fifty years ago.

In the first of these three cases (1947), *Everson v. Board of Education*,¹ the question presented was the legality of a statute of the state of New Jersey providing payment of bus fares of Roman Catholic pupils from tax-raised funds.

In its opinion the court made it clear that "neither a state nor the Federal Government can set up a church . . . aid one religion . . . or prefer one religion over another. . . ." The court here for the first time clearly applied the restrictions of the "establishment of religion clause" of the First Amendment to the states as well as to the federal government. On the specific issue before it, the Court ruled five to four that the New Jersey legislation was essentially a welfare program in aid of students going to or from accredited schools, rather than a program in support of church schools. As such, said the majority, the ruling did not breach the wall of separation between church and state. The minority, headed by Justice Jackson, pointed out that the recipients of the benefits were selected by what was essentially a religious test. The reader is inclined to ask where the welfare theory ends and the religious test begins. It seems clear that the *Everson* case raises as many questions as it answers.

About a year after the *Everson* case the court was confronted with the question of

EDITOR'S NOTE

A partisan recently said that he thought the controversy between church and state had been settled in the nineteenth century. It was now his opinion that it would have to be settled all over again in the latter half of the twentieth century. Whether there is any truth in this view or not, the legal aspects of "released time" in our school systems are interesting indeed, especially as they are outlined by the author, who is on the faculty at Fairleigh Dickinson University, Teaneck, New Jersey.

¹ 330 U.S. 1.

the "released time" issue arising out of the Champaign County (Illinois) school system.² Under the Champaign County plan, a program was organized whereby weekly religious instruction was given during school hours to those pupils whose parents filed a written permission. The program itself was under the sponsorship of a private inter-faith group, including Jewish, Roman Catholic, and Protestant, in the classrooms of the schools themselves but at no cost to the schools. Pupils not choosing to attend religious instruction were required to go to another room in the school building for nonreligious instruction. The majority opinion of the court argued that "pupils compelled by law to go to school for secular education are released in part from their legal duty upon condition that they attend the religious classes. This is beyond all question a utilization of the tax-established and tax-supported public school system to aid religious groups to spread their faith. And it falls squarely under the ban of the First Amendment . . . as we interpreted it in *Everson v. Board*. . . ."

Spicer³ remarks that it "is difficult to see how the Court reached the conclusion it did in this case without reversing its ruling in the *Everson* case, for if there is any difference in the aid afforded sectarian schools in the two cases it would clearly appear to be greater in the *Everson*. . . . Surely the use of schoolrooms for a short while once a week is less of a financial burden on the taxpayer . . . than the payment of busfares."

In 1952 the Court was confronted with essentially the same set of circumstances in a third case, *Zorach v. Clauson*.⁴ In this case six members of the high bench voted to uphold the "released time" program in New York City. The majority in their opinion stressed the fact that the New York plan did not involve religious instructions

in the classrooms of the public schools, and therefore they found that the "case is . . . unlike the *McCullum v. Board of Education*. . . ." It is interesting that the vote of six included three who had voted to invalidate the Champaign plan and one who had thought the Champaign plan valid. Justice Douglas speaking for the majority argued that the First Amendment does not require that church and state be hostile to one another. "Nothing in the Constitution requires government to show a callous indifference to religious groups" was perhaps the kernel of the majority opinion.

A minority of three led by Justice Black failed to detect any substantial difference between the Champaign and *Zorach* cases. Their chief point was the similarity of the two cases in the compulsory aspects. Anything else was "trivial almost to the point of cynicism."

The three cases described here have not answered the question and in fact have probably added to the confusion. That the court suffered from a wide divergence of opinion can be seen in reading the eleven opinions that grew out of the cases. There were three majority, two concurring, and six dissenting opinions, leading the reader to the inescapable conclusion that the court will face many more controversies over this clause until the boundaries are clearly drawn.

The question involved is much broader than whether Champaign may offer religious instruction in their public classrooms or whether New Jersey parents may receive rebate for bus fares. The broader question concerns the relation of the First Amendment "establishment clause" and the use of tax funds to assist religious activities. Justice Black in the *Everson* case stated "no tax in any amount, large or small, can be levied to support any religious activities or institution." The conflict over the issue has been sharp and frequently bitter, and much more will be heard as more "released time" programs are challenged.

² *McCullum v. Board of Education*, 333 U.S. 203.

³ George W. Spicer, *The Supreme Court and Fundamental Freedoms* (New York: Appleton-Century-Crofts, Inc. 1959), p. 82.

⁴ 343 U.S. 306.

The Postmaster General Supervises LETTER WRITING

By
MARIE E. O'CONNOR

IN MY LIFE AS AN ENGLISH TEACHER, I play many parts. In my radio workshop, I am the FCC; among my fundamentals groups, I am saluted as the commander-in-chief of the Grammar Army (which includes such subordinates as Clause Captain, Phrase Private, and so on); in my literature classes, I assume the personality of any character at any given moment. But it is in my role of Postmaster General that I preside during the letter-writing unit.

This phase of the English curriculum should appeal to the perfectionist, for it is probably one of the few pieces of work that is not acceptable unless it is absolutely without error. My students produce three perfect letters and three perfect envelopes, and this phenomenal accomplishment is achieved without undue strain upon my eyes, patience, or temper. The only thing of mine that is under strain is the wastepaper

basket, which often has to be emptied in the middle of class session.

Of course the scribes are under a bit of a strain, but since that ogre—a mark—is not involved, I feel that this one unit in which nothing less than perfection is acceptable is good for their character—as well as their future correspondents. Because the teacher is not associated with their setbacks, as you will see, there is no feeling of teacher rejection. Perhaps a few lifelong friendships among the students may be put to the test, but on the other hand an understanding of the problems of responsibility is inculcated. So we educate.

The unit is organized in this manner. I teach the mechanics of a business letter. I then appoint four inspectors, each one with one specific job on the assembly line that is to be set up. Inspector No. 1 has the spacing of the letter under his jurisdiction. If the letter is correctly spaced, he will initial at the bottom. If he rejects the letter, he writes F¹ at the top.

Inspector No. 2 concentrates on the heading and the inside address. F² indicates to the writer that there is an error in one of these sections. The salutation and the complimentary close are the province of Inspector No. 3. (These first three inspectors may be selected from the lower section of the class. It offers one of the few opportunities for the students in this bracket to have a feeling of power in English.) Inspector No. 4 may be one of the brighter students who will check the body of the letter for content, spelling, and punctuation.

If there is poor spacing, the letter never reaches Inspector No. 2. If there is an error in the heading, Inspector No. 3 doesn't

EDITOR'S NOTE

The approach to a letter-writing unit developed by the author is both impressive and intriguing. Can you imagine any better way to get pupils to write perfect copy? One error and it must be done over again. This is a procedure that undoubtedly makes good sense both to students and their parents.

The writer and originator of this teaching method is a teacher of English, Red Bank (New Jersey) High School, and an active member of the National Council of Teachers of English, both as a convention speaker and as a judge of the council's National Achievement Awards in Writing.

view it that time around. Then again, it may pass inspectors 1, 2, and 3 and be rejected by No. 4.

It is possible that a letter may be rejected by Inspector 1, rewritten, and then rejected by Inspector 2 for an error that appeared on the original letter rejected by Inspector 1. The students complain about this contingency. Our answer is that they should be more careful! Particularly should they be alert as they rewrite.

The inspectors sit in one row, and the letters pass swiftly back through the assembly line; a mail clerk collects rejects and returns them to senders.

When the letters can boast of four sets of initials of acceptance, the Postmaster General casts a final eye upon them. Under this system, my eye scans only letters that have been previously judged correct by four inspectors. This I like. The students like the fact that it is impossible for them to receive *F* from the teacher. They just rewrite—and rewrite—and rewrite. Sometimes a bit of temperament crops up when a lad or lassie objects to rewriting a two-sentence letter for the sixth time. But a gay atmosphere is engendered by the other writers who are frantically trying to beat the bell and run through the assembly line. They loudly claim that they can top his or her score of rewrites.

The first day of the letter-writing unit is devoted entirely to just that. Letter No. 1 is usually being rewritten; but Letter No. 2 may be begun. However, after the first day, it is well to run an "enrichment unit" concurrently with the letter-writing unit so that those who pass inspection quickly will not mark time. Interesting epistles from the pens of famous men and women round out the unit rewardingly.

The marking system of our "post office" is geared thus: If a letter reaches the Postmaster General without its being returned to the sender, it receives merely a *C*. It receives an O.K. if it met with trouble along the way.

Why does the perfect letter merit but the average grade? I wish to impress upon the student the method which an English teacher employs when she marks a composition. A paper that is technically correct—sans misspelling, punctuation errors, and the like—earns approximately 70 per cent. Thereafter, the grader looks for the effective style; adds credit for the well-constructed sentence, the specific word, the figure of speech.

Since letters 1 and 2 do not offer the scope for indication of power along these lines, the correspondence is not eligible for an *A* in composition work. However, I feel that if a student at first attempt writes three perfect letters, he should receive *A* in the unit. *B* is merited if two letters "make it," while *C* is achieved with one letter's going through the line unchallenged. Three O.K.'s entitle the writer to a passing rating in the unit. This seemingly complicated setup maintains the interest in the postal system—and in correct letter writing.

As the last letter is about to be "mailed," I frequently have students arrive armed with three copies of Letter No. 3—in case of emergency. In this situation, I am their friend and confidante against the hawk-eyed inspectors. They seek my advice as to which copy should be submitted. Although I claim nonpartisanship, at this point I do slip in a "You were taught the punctuation of a compound sentence," or "Inspector No. 2 won't let you through." Such an admonition sends them scurrying to correct before those meticulous inspectors scrutinize. Strangely, they are very grateful to me for the preview, forgetful that I am the force that makes those inspectors so punctilious.

Students quite frequently declare that the letter-writing unit is their favorite of the curriculum. The brighter student is less enthusiastic than the slower ones, but I find the project excellent for both extremes.

The slow student feels that this is something he can do. The letter can be written quickly. This he likes. He does not receive a

failing mark for his rejected letters. Accustomed but not inured to low marks, he is heartened by his immunity. He is equally fascinated by the fact that the *A* student is having as much trouble getting through the assembly line as he is.

He improves in his techniques as he runs the gamut of letters 1, 2, and 3. Thus he experiences the thrill of accomplishment in a comparatively short period of time.

The bright student is made to keep his feet on the ground. We English teachers know how difficult a feat this is, for our superior students too often feel superior to practical problems of the English curriculum. Regretfully, we see developed attitudes of scorn for neat notebooks, correct spelling, and other such mundane matters. Having always received *A* in English because they are glib of tongue, swift of comprehension, and have a flair for writing, they are irked by the postal inspection. (Yet one of my juniors admitted that he had been misspelling the school principal's name for two years, had always had a point deducted for the error, but had never been seriously in-

convenienced by the situation. He was inconvenienced in our unit.)

The general reaction is that, their pride pricked, they determine to conquer this trivial hurdle. Then, in spite of themselves, they become interested because, I think, they are so surprised at the number of careless errors they do make.

The unit ends with a lesson on the correct folding of the letter and the addressing of the envelopes. In the interest of speed, I myself accept or reject the envelopes. The Dead-Letter Office is the destination of those that are poorly addressed. (A life lesson here.)

I have described a unit which is certainly not scholarly in its approach. Yet it does have its place and its purpose. When the school atmosphere is heavy with some unusual activity—the school play, the senior prom, midterms—but classes are to proceed as usual, then it is that the letter-writing unit is “a special delivery.”

I forgot to mention that the unit starts off with a bang because I announce, “We are going to play post office.”



Liberal Arts Not the Answer

And so I have to raise a quiet, impertinent question: Can our liberal arts colleagues deliver us the liberally educated men and women they talk so much about, competent in their subject fields? My observation says, “No.” As I look at these graduates, I think I see for the most part young people who have had a considerable amount of what has traditionally been labeled the liberal arts—and by some semantic sleight of hand got equated with a liberal education. But by any functional definition of a liberally educated person, I don't think they measure up.

To put it bluntly, I don't see much that is liberal about much that is called liberal education.

I see little evidence that the liberal arts faculties have taken the wonderful vision of the liberally educated person as their goal, pondered what it means, and been willing to reach beyond mere technical instruction in a group of respectable disciplines.

Even as to sheer subject matter competence, I am dubious. It seems to me our graduates are competent enough in their fields to go on teaching them in about the way they were taught. But I see little of that comfortable mastery that frees a person confidently to pick and choose, resynthesize, bring insights to bear creatively in new settings.—FRED T. WILHELMS in *Educational Leadership*.



Tricks of the Trade



Edited by TED GORDON

TAKE TESTS HOME: Teachers who deplore administering tests, standing idly about the classroom while pupils engage in the mental endeavor, may be interested in knowing that various students in our local school system do not take class-administered tests, but, instead, take carefully planned tests home, do the work, return data to the teacher while the teacher is able to supplement her usually idle time in proctoring tests doing useful and purposeful duties about the classroom. Strange as it may seem, such tests were validated on the college level at a state teachers college. The writer has used them successfully in Ohio as well. Standardized tests administered at the close have aided in verifying such out-of-class examinations.—B. EVERARD BLANCHARD, Superintendent, Kunkle (Ohio) Local Schools.

TIMELY TOPIC: Toward the end of the year, a good social studies project is to have a class nominate different individuals for "man of the year," "woman of the year," "athlete of the year," "scientist of the year," and so on, and then to make comparisons with the "man of the year" and supplementary names appearing in *Time Magazine*.

IMPROVISED CLIP BOARD: Improve a temporary clip board for sketching, memorandums, or letter writing: Use a heavy piece of cardboard and clothespins for clips.—FRANCES BURTON of Corvallis, Oregon, in *Western Family*.

CLASS SCRAPBOOK: Some classes have found it very desirable to keep a running record of their progress during the year. One group decided early in the year to keep a scrapbook. Each boy or girl assumed the responsibility to "keep" the book for a

week. Clippings from the newspapers about the things they were studying, pictures of places they'd visited, pictures of the school, samples of work—all these made a better "annual" than the "annual" which was developed by the senior class. It made an excellent exhibit in the school library to show other teachers, students, and parents what had been going on in that classroom.—JAMES L. WATTENBARGER, University of Florida, Gainesville, Florida.

QUIZ BOARD: A bulletin board can be a quiz board. Questions in large letters may be placed on different areas of the bulletin board. Students may select current events materials, news articles, pictures, maps, graphs, tables, and so on, as answers to questions. Merely placing a clipping under a question should not constitute an answer. A student should be able to explain convincingly his clipping in relation to the question.—From *How to Teach Current Events*, American Education Publications, Columbus 16, Ohio.

CALLING THE BLUFF: A set of textbooks for each of the grades which have study-hall periods is the librarian's best way of calling the bluff of the idler or forgetter. A little extra time with him, helping him to understand his assignment, may commence a fine friendship with its mutual good influence.—ADALINE HULL, Box 98, Clinton, Illinois.

ESSAY THIS! In phrasing essay questions, weed out such expressions as "What do you think of . . .?" "What is your opinion of . . .?" "Discuss . . .," "Tell all you know about . . .," "Write at length about . . ."—EMMA REINHARDT, Eastern Illinois State College, Charleston, Illinois.

HOMEWORK

To Help or Not to Help

By MILDRED GIGNOUX DOWNES

SHOULD I HELP MY CHILDREN WITH THEIR HOMEWORK? The answer is yes, and no.

First of all, you need to hold in mind certain facts about human nature and certain changes in educational methods and philosophy since you were a child.

The emotional ties between parent and child is so complex and so intense that parents in "helping" tend to make two errors: They may be too protective (that horrid, unfair math teacher!) so that their children do not face the reality of a job to be done; or they may register too much impatience (if you would only do as well as your brother did!) so that their children are almost paralyzed by the fear of disapproval and loss of love. The comforts of overprotection and the discomforts of disapproval do not provide a healthful climate for learning, which is going to be the child's business for a good many years. It is actually a rare parent who can help his child with homework without emotional tensions. On the other hand, the teacher is friendly, but not emotional about your offspring. He wishes them well, but he does not identify

with them. He is also professionally trained to do a professional job. We all know what a strain it is for the husband to teach his wife to drive, or the mother to teach her sixteen-year-old to drive.

The changes in methods of teaching and in the philosophy of education need a good look, too. In the teaching of arithmetic, for instance, the techniques, terminology, and concepts have so altered since your day that you may be merely confusing Johnny. If you still feel that you must "help" him, by all means consult his math teacher.

Another difference in the way instruction is carried on lies in the field of spelling. Apparently most parents consider themselves, simply by virtue of being adults, expert spelling teachers. But the truth is they make so many educational blunders in this seemingly simple area that they are often doing more harm than good. The parent who urges his child to "sound out" a word usually does not realize that only about 30 per cent of English words are spelled phonetically in every syllable. In addition, he may not know, or know the value of, spelling rules and generalizations in helping Johnny to spell hundreds of unknown or unlearned words. And he may be unaware of the importance of a knowledge of Latin and Greek prefixes, suffixes, and stems in helping a student to spell. And the parent may not have thought through to the fact that spelling is visual, intellectual, and manual, but *not* auditory. We speak in words, while we write in spelling. Thus, the parent who tries to "help" his child spell "yacht" by having him say "y,a,c,h,t," simply hinders learning, forcing the child to say five words instead of helping him to

EDITOR'S NOTE

You and we know that the last word on homework has not been written. That is why articles on HW can be counted on to attract attention. What would we do without this handy perennial problem? Have to concoct another one, we guess. The author, a frequent contributor to The Clearing House, is director of Cambridge Education Services, Cambridge, Massachusetts, and formerly was education editor of the Atlantic Monthly.

grasp visually and muscularly the image of one word.

Aside from the emotional tensions between adults and their offspring and the changes in educational methods, certain psychological truisms often escape us parents. People learn by doing. The child who knows that he can always depend on Mom to do his work is being kept immature and dependent. Every time a competent adult does a job for his child, the child is being robbed of an invaluable experience—trying and succeeding (or failing). Furthermore, the student is going to be judged in school and in college, not by what he can accomplish with Dad hovering over him and Mom checking his errors, but by what he can do in a group, without help and, in a sense, alone. He learns to make friends by making friends; to spend money by spending (and often wasting) money; to play basketball by playing it; to face reality by facing reality. He must, in the end, learn to study the same way.

What Kind of Help Should I Give?

When your child comes to you of his own accord to recite a poem, to have a map admired, to outline a plot, do what you are expected to do: observe his prowess with interest, even with enthusiasm, but not with criticism.

When you know, well in advance, of a book that he will have to read, try reading it aloud to the entire family as an experience in sharing. Group reading aloud is a wonderful antidote to the stupefying influence of many T.V. programs. Family reading aloud was almost a ritual in my family. We all got used to discussing characters, style, problems, solutions of them, cause, and effect. The youngest was listened to with as much respect as was the oldest. That hour of reading aloud was perhaps the happiest and the most rewarding one of each day. Consult the teachers about what they might suggest for reading aloud. Sometimes, if your child is a slow or disabled

reader, he can be painlessly and miraculously helped by following the text along in his own copy of the same book you are reading, and making a game of suddenly having to read aloud one word at your sudden silence.

If you are an expert in a field—say, a former history teacher, or an engineer—you can ask your child provocative questions, instead of answering his questions. After all, there is no such thing as “teaching.” What a good teacher does is to arouse curiosity and then to satisfy it, or to satisfy curiosity already alive. This technique is often accomplished by skillful questioning. Nobody knew this better than Socrates.

How about Rules?

There is another kind of help that you can give your children with their homework which, at first glance, looks negative. But it really is positive. Accept the fact that a child is not just an undersized adult. He needs limits set, prohibitions laid down, standards insisted upon. Later these needs will have to be met gradually by his becoming his own policeman, making and obeying his own laws.

You can refuse to give him the alternatives to homework—a party or a T.V. program or those interminable telephone calls adolescents seem to find so essential. He really is not going to hate you for building a fence around him. He will probably be grateful, without ever mentioning his gratitude to you, however. Choices are sometimes too frightening to the young, who are, when forced to choose, simply left in a welter of indecision and insecurity. You doubtless recall the old story of the consternation of the little girl home from her first day in a progressive school: “Mom, it’s awful. The teacher says that we’ve got to do what we want to do!”

When you make regulations or prohibitions, you must do so without guilt on your part and without allowing exceptions to occur. Junior is not asked to decide. This is

the way it is. In other conduct areas your child knows, for instance, that one does not steal. You do not grill him daily to discover if he has stolen. But at the same time you may make certain judicious arrangements to turn honesty into the best policy for him.

Then, slowly, and here all your wisdom and all your patience will be called upon, you transform parental discipline into self-discipline. Perhaps there is no more painful or useful lesson in growing up than the acquisition of self-discipline. When a child really knows that he cannot have his cake and eat it, too; that if he plays first and works second, the play will probably win; that if he turns west he cannot at the same moment turn east, he has indeed begun to become an adult. Now you can help him with his homework by gradually giving him more autonomy, yet shielding him from too many failures resulting from his foolish choices. It will become the school's job, not yours, to show him the folly of his illusion that the day is made up of forty-eight hours. Interestingly enough, criticisms from teachers are usually accepted realistically; while even gentle admonitions from you may be interpreted as unfairness, "hacking," or domination.

During this transition from bowing to your authority to creating his own inner authority, your offspring will probably make life difficult for you. You will seem to be always wrong, and be told so in no uncertain terms. At the same time you will have to relinquish one of your greatest satisfactions, the role of the omniscient source of all power. And be warned that, as much as he complains, your child may hate to cease leaning on such a strong and infalli-

ble person as much as you hate to cease being such a powerful person. Dependence is often a two-way street. Something in you wants your child to be immature. Something in him wants to remain immature. Breaking this vicious circle presents the parent one of his baffling challenges, and his most tragic experience—losing his "baby."

Finally, you can help your children to do their homework by remembering the story of the old man of the sea, in the *Odyssey*. Menelaus, desiring to get home, needs the advice of the old man, Proteus. He is advised to hide on the beach upon which the old man daily emerges, surrounded by a crowd of seals. Concealed by sealskins, Menelaus and his three companions jump upon the old man, hold fast to him, and wait for his omniscient answer. Proteus, in his efforts to escape, turns into various animals, into water, into blazing fire. But Menelaus holds on. Ultimately Proteus returns to his original form and gives to his captors the invaluable information they are seeking.

This story is surely an allegory of the behavior of our adolescents. From week to week a girl turns from Lana Turner to Babe Diedrickson, from a whining baby into a capable adult. From week to week a boy turns from a football hero into a bottle baby, from a wild Indian into a perfect gentleman dancing the minuet.

Like Menelaus, keep hold on your child. He will assume many forms which terrify him and mystify you. But keep hold. Keep believing in him. Finally, with his homework planned and done, he will turn into the fine dependable person you hoped he would be.



The person, educated beyond his understanding and intelligence, is an ill fitting and uncomfortable individual unsuitable to his environment.—ESTHER L. MATHEWSON in *Los Angeles School Journal*.

THOUGHTS ON DISCIPLINE

By HERBERT MICHAELS

IT WAS A HEAVY SNOWFALL for the first one of the year, even for a town in northern Massachusetts. Outside the classroom, several inches of the white stuff could be seen over the edges of the window frame.

The teacher walked into the room, greeted a couple of boys standing near the window, then went to talk with the principal about some school newspaper problems.

When he returned shortly before the tardy bell rang, he was amazed to see how orderly the room was. Wonderful! Usually he had to shout the students into their seats, but now they were all sitting attentively, even expectantly, at their desks.

"Well, not so bad for a teacher in his first week of high-school instructing," he congratulated himself.

When he sat down, he did not notice the suspense crackling in the air. He picked up the Bible, preparing to open the day with the reading of a psalm. Then he literally froze in his seat. An icy sensation began at the bottom of his chair and traveled upward until cold fingers clutched at his heart. An arctic realization dawned on his swirl-

ing consciousness: someone had made a pancake of snow and placed it in his chair.

What to do? He confusedly thumbed the pages of the Bible, then decided to pretend that nothing was amiss. He put down the Bible and doggedly began to correct papers. After a few moments, there was a giggle from one of the girls. A boy jabbed one of his contemporaries with his elbow, pointed to the front of the room, and began to roar with laughter. The instructor sat stonily at his desk and ignored the chaos. He appeared to be deaf, dumb, and blind, and insofar as his teaching effectiveness was concerned, he might as well have been.

I know, because I was the victim of the classroom prank—the victim who sat in his miserable chair until lunch period, then sneaked to the faculty room and the glorious warmth of a radiator.

How did I punish the culprit? I didn't. I didn't know what to do, so I did nothing—and ushered in for myself a period of existence that it would take another Dante to describe adequately.

Well, fellow teachers, what would you have done? I know now how to deal with a problem of this nature, but it has taken years for me to learn. Therefore I'm writing my own "confession" about this and other incidents in the hope of helping some new teacher avoid the horrible mistakes I made because of ignorance and inexperience.

Now I know that I should have kept the entire class after school until the person who had played the trick on me revealed himself. A few minutes after the dismissal bell rang, pressure would have built up as the prank maker realized that the entire class was suffering on his account, and he would have come forward for his punishment. My life would have been easier from then on, and I would have been more able

EDITOR'S NOTE

If only there were firm rules for classroom control (sometimes referred to as discipline) that every one of us teachers could use and achieve guaranteed results! But, as there are individual differences among teachers as well as among pupils, we doubt that any pat system for classroom control would work. What is successful practice for one probably wouldn't work for another instructor. So this matter of discipline is a personal adjustment. The author, who is a faculty member of the High School of Commerce, Springfield, Massachusetts, describes his experiences in achieving good classroom control.

to get on with the serious business of learning.

Rule 1: *Never ignore trouble; meet it head on.*

This approach is important also for dealing with the coughing fits and the like which sometimes greet a new teacher while the class is "testing" him. After patient suffering, I learned to seize upon the first two or three coughers and declare: "You people seem to be sick. Go to the nurse immediately and get an examination. Then, if you're all right, you may come at the close of school and make up the work you've missed."

Finally I'd make sure that the amount of work "missed" took at least thirty minutes to do, since, as I told the students, I could give them individual attention after school to make sure that their work was perfect—and perfect it had to be before they were released. End of coughing in my classroom.

A major cause of trouble for me at the beginning was inconsistency. I would request a student to come at the close of school for disciplinary reasons and then, harassed by an excessive number of extra-curricular assignments, I would be so busy with afterschool activities that often if a student didn't report, the entire matter was forgotten. Such behavior is entirely destructive to classroom discipline, for students begin to feel that there is a good chance that they will escape the consequences of their misdeeds. Once punishment has been assigned, the teacher has to hang on with bulldog determination to make certain that it is effected.

Rule 2: *Carry out every promise of punishment.*

Another serious mistake I made in the beginning of my career was vacillating. Sometimes, feeling my backbone stiffen, I would assign an hour's detention to a youngster for something that the day before had brought no punishment to another stu-

dent. The result: chaos, lack of understanding by the students as to what was expected of them, and feelings of persecution.

Rule 3: *Be consistent. Set up a code for the students and stick to it.*

Every teacher has to have tolerance and understanding. Sometimes with patience, he finds that a youngster he thought an unteachable aborigine may become a civilized being. But there is a point at which tolerance may turn into a flabbiness that damages the teaching effort seriously.

Early in my public-school life, I encountered an antisocial young man who felt apparently that no one had rights except him. He wandered over to the window when he wished, answered impudently, refused to do assignments, walked out of the room when and as he pleased. Obviously there was only one thing to do, for even in my inexperienced state, I recognized that he was more in need of a psychiatrist—or a keeper—than of a teacher. Therefore I made a report to the principal. That male pollyanna wrote me a fine note mentioning "challenge," "maturation," "instillation of class pride." I, like an idiot, took it and kept trying, while the world went to pieces around me.

Had I been more experienced and had I the confidence and stronger will I was later to develop (with the help of tenure), I would have burst into the principal's office and demanded that he remove the savage from my class. If he then had done nothing, I would have threatened to go to the superintendent. This may seem to be very strong medicine, but the fact is that an administrator who will not assist his teachers in matters of this kind is little more than a seller of football tickets and a keeper of attendance records.

Rule 4: *Expect your principal to help you with the occasional incorrigible you will encounter.*

And don't ever hesitate to escort a youngster to the office if the situation gets beyond

you! The problem students sense it immediately if a teacher is too timid to consult the principal. In any school position worth being in, the principal will not think badly of you for dragging a classroom hoodlum to the office, providing it does not happen too often. At the beginning, it is possible that you will even have to demonstrate several times in a single week that you are willing to go to higher authority if necessary. After that, the grapevine will carry the word for you, and your path will be easier. What if the principal refuses to help? There's a teacher shortage, remember? You might as well get out of that place while the getting is good, because you're going to be about as happy there as would be an unarmed guard in the midst of a prison riot.

Of course a great many of my troubles might have been avoided had I done a few fundamental things. For example, one great aid to discipline is knowing the names of students so that troublemakers may be called quickly to account. It will help the new teacher immensely to make an alphabetical seating plan immediately, take it home, and learn the names of his students as fast as possible, within three days at the most. Another quick help is separating troublesome pairs, placing the individuals as far away from one another as possible, or isolating a center of commotion by having an empty seat around him in every direction if possible.

If you are the big, athletic type of individual rather than the minuscule specimen that the writer is, you have half the game won. Students sensed early that I was unsure and hit at my weak points. My answer was to put on a "tough" act that didn't convince them at all; and when a combination of anger and fear (about 87½ per cent the latter) made my voice harsh and my hand shake, all I got for my efforts was derision. Now when trouble threatens—as it rarely does—I speak even more softly

than usual. I am very polite (with no trace of sarcasm) as I say, "If you do that once more, young fellow, you're going to march down to the principal's office." Troublesome pupils will sometimes carry a long-lasting grudge if they are humiliated by being shouted at. They need badly to save face and will often react to rasping tones with aggressiveness, whereas they will usually not resent just punishment.

Now as I look back on what I've written, it seems that I've given the impression that Torquemada was an angel of mercy compared with me and that my classroom resembles nothing so much as a medieval torture chamber. However, I like to think that John Dewey, whom I respect and admire, smiles down on me from his philosopher's heaven, for, as a matter of fact, my classes are relaxed and free. A couple of weeks before this was written, for example, when I held up extra copies of a student magazine we were using in a junior class and asked, "Will any idiot who has forgotten his magazine please put his hand up," a young man shouted, "Better put *your* hand down, daddy-o!" That doesn't sound like Alcatraz, does it?

The fact is that after a time, if you can hang on through the difficult early days, something happens to you in the classroom, for the teaching profession has an effect similar to the proverbial one of the military service: it will either make you or break you. If it doesn't "bust you out" into encyclopedia salesmanship the first year, you'll find that as you go on, you'll get an inner strength and dignity that will communicate itself to the students. You'll be able to relax then and permit the pupils to have a considerable amount of freedom within the framework of your classroom procedure, because they will know that you're a "wise old guy" who will usually be gentle and kind, but who knows how to "play rough" if it becomes necessary.

SCHOOL ADMINISTRATORS

By CHARLES R. KELLER

I WAS A COLLEGE TEACHER for more years than I hope you will think possible. When I was director of the College Board's Advanced Placement Program, I worked on behalf of able and ambitious students. Now, as director of the John Hay Fellows Program, I am concerned with able and ambitious high-school teachers. I have seen deserving students given financial aid, and I have marveled at the discovery and development of talent in places where it was not believed to exist.

Teaching, students, teachers, talent searching—all important, all significant. But here I should like to turn attention to what I consider the key group in secondary schools to which entirely too little attention has been given—the school administrators—the principals and superintendents. Here is the vital center of education, here is what people, whose vocabulary differs from mine in more ways than one, call “the power structure in education.” More than once in the past three years I have said, “Let me

look at a school, and I will tell you quite a bit about the principal and the superintendent; let me talk with a principal and a superintendent, and I will tell you quite a bit about their school.” Now, more than ever before, I am convinced that the future of American secondary education, with its local leadership, depends on the imagination, the initiative, the urge to experiment, and the judgment of school superintendents and principals.

Let me first discuss the importance of school administrators. I am disturbed by the numerous lock steps that I see in education, four in particular: the school building lock step, the curriculum lock step, the student lock step, and the teacher lock step. These lock steps must be broken if there is to be real educational progress. They can be broken only through the efforts of superintendents and principals, only through the efforts of school administrators who possess imagination, initiative, the urge to experiment, and good judgment.

Take the school building lock step, for instance. The familiar boxlike school buildings, with their layers of similarly shaped and sized rooms, proclaim a lack of imagination and prevent experimentation. The new-style “country-mile” schools, in which some teachers are so far from the center of things that they resemble the Army football team's now justly famous “lonesome end,” display a certain kind of imagination but they may still prevent experimentation. A school needs rooms of different sizes or rooms that can be converted to different sizes so that sometimes a teacher may deal with two hundred students, sometimes with fifty or sixty, sometimes with the new conventional twenty-five to thirty, and sometimes with only one student. School builders must also think of buildings in

EDITOR'S NOTE

Here are some stimulating ideas about the relation of lock steps in education to the capabilities of principals and superintendents. The author makes the point that good schools and good school programs are often circumscribed by the status leaders—the administrators. It's another way of saying that as the principal goes so goes the school, and as the superintendent goes so goes the school system. The author is director of the John Hay Fellows Program and is regarded by many as one of education's ablest spokesmen. This article is adapted from a talk he gave in New York, at a meeting of the National Scholarship Service and Fund for Negro Students.

which students at times will work on their own without a teacher.

School administrators have much to say about school buildings.

Teachers have something to say about curriculums, but once again superintendents and principals are tremendously important. They may lead in curricular rethinking, they may encourage teacher initiative, they must approve of what teachers want to do. We have persisted too long in curricular patterns adopted years ago; but recently, in some schools, curricular changes are challenging the curricular lock step. A revolution is going on in mathematics, new methods of approaching and teaching science are being developed. In foreign languages what a few people have preached for years is now being practiced in a few places. It is being recognized that two and two do not make four when it comes to the all-too-familiar pattern of two years of one foreign language and two years of a second, and that three or four years of one foreign language are better than the old "two and two." Experiments in teaching foreign languages before the ninth grade are also being encouraged.

In English some teachers are realizing that quality rather than quantity reading is important and that the analytical approach should be stressed along with the historical and the descriptive. I cannot say much for developments in my own field, history-social studies-citizenship education it is called in the state of New York. Accordingly, I say again, as I say whenever I get a chance, that we badly need a commission on the social studies and history to do the kind of work which the College Board's Commission on Mathematics and the School Mathematics Study Group at Yale have done so effectively.

Only when school administrators possess imagination, initiative, the urge to experiment, and good judgment, are significant curricular advances made.

When we turn to the student lock step,

we realize once again that principals and superintendents occupy key positions. It takes courage and foresight on the part of administrators to encourage honors work and homogeneous grouping. It takes more of the same when, under the Advanced Placement Program, the honors courses become advanced, college-level work; when teachers' loads are lightened a little; when additional books and laboratory equipment have to be purchased; when students are required to take advanced placement examinations; when parents have to be dealt with in special ways; and when teachers are sent with their expenses paid to the invaluable subject conferences for school and college teachers held in late June.

But it is worth all that it takes, and the student lock step is being bent a bit.

It is now realized that the teacher lock step is about the worst of our educational lock steps and that it has harmful effects on those who are already teachers and discourages many of our ablest youth from becoming teachers. I avoided the word "profession," for the very good reason that I believe that teaching at the secondary school level is not really a profession. It should be, and the John Hay Fellows Program, which I am currently directing, aims to make it such.

Despite individual differences in ability, interests, and performance, teachers—good, bad, and indifferent—are used very much alike. A teacher with about thirty students in a standard-sized classroom, meeting a class five times a week for forty-five or fifty minutes each time, has become assembly-line practice. Teachers' loads, teachers' duties, teachers' pay to too great an extent are equal. More effective use of teachers is needed, through teacher teams, variations in schedules, nonprofessional readers of papers, television, and visual aids. In awarding John Hay fellowships we shall in a general way give preference to teachers from schools which are breaking the teacher lock step.

It takes administrators with imagination, initiative, the urge to experiment, and good judgment to devise and use new and effective ways of utilizing teachers.

School administrators, then, are key people. Students are important, teachers are important, but most important, I contend, are school administrators. Not long ago I talked to guidance counselors in western New York. "We wish that the administrators had been here," more than one counselor said after the meeting. How then do we engender in school administrators the imagination, the initiative, the urge to experiment, and the good judgment to which I have alluded frequently?

I shall make a few suggestions briefly, reminding you that what we do for today's school administrators will be reflected in the kind of people who enter the profession.

(1) Give unstintingly of our support—moral, psychological, financial—to those superintendents and principals who show the characteristics needed to break the lock steps to which I have referred.

(2) Urge the colleges to support active, alert school people, by working with the schools, by improving the articulation of

work done in school and college, and by recognizing through advanced sectioning and through advanced placement, credit, or both what the schools are doing.

(3) Keep working on salaries, and make it better known that the salaries of many school administrators are quite good.

(4) Through the use of mechanical devices, adequate secretarial help, and improved distribution of duties, give principals and superintendents more time to deal with things pertaining to the curriculum and the intellectual side of education.

(5) Give school administrators opportunities for reading, studying, and recharging their intellectual batteries—opportunities similar to those given to high-school teachers through John Hay fellowships and to teachers and a few administrators through the summer institutes in the humanities of the John Hay Fellows Program.

School administrators are key people in education. They must have imagination, initiative, the urge to experiment, and good judgment. I have taught, I have worked on behalf of students and teachers. I should welcome association with a program concerned with school administrators.



Keep Test Scores Secret

If you are going to give out scores of a routine group test to parents so that they can play with them at the bridge table, using the information to maim each other in subtle ways, then it would seem to be inadvisable. Remember that I.Q. scores are one of the most dynamic status implements obtainable. This is particularly true in certain socio-economic groups, usually the ones that would like to have the information made available. It is an implement that can damage as well as aid. Please make sure that these scores, if you make them available, are used to benefit and not to harm.—JOHN A. R. WILSON in *Phi Delta Kappan*.

The Redlands Guide

By MARTIN H. MUNZ

WHO SHOULD SET UP the codes of behavior for the control of youth? Should adults be solely responsible or should adolescents be participants?

In our school the development of a guide involved all segments—parents, students, and faculty. Several members of the staff met with the president of the Parent-Teacher Association to draw up a skeleton outline of ideas to be used as a point of departure. Representatives of the student body then reviewed the main ideas and wrote in suggestions for supporting points.

Next it was decided to get some suggestions from parents. Our hope was to involve parents on all social levels of our school community. We realized the difficulty of inducing parents from the lower economic levels to attend a meeting at the school. For this reason we agreed to call small meetings in homes in various parts of our school area. From six to twelve parents attended each of these home meetings. Parents were enthusiastic participants in contributing ideas and in evaluating the original outline. After each meeting a new work sheet was duplicated, incorporating all of the latest suggestions. One of the most helpful parents' groups consisted of a contingent of dads who were invited to the school for a luncheon meeting and discussion.

All members of the faculty reviewed the work of previous groups and added their

ideas. Our teachers also participated in the evaluation of the guide at a P.T.A. meeting. The people present were divided into groups of eight to ten people, each led by a chairman. Following a thirty-minute buzz session, the P.T.A. president called the entire group together for an oral report from each subgroup.

Students gave their evaluations both through student council and home-room discussion.

When the guide was completed and ready for the printers, we all agreed that we had not only developed a code of behavior to guide all parents of our school, but we had also profited by getting many people together to work co-operatively on a worth-while project in which everyone had a real interest. We received valuable help from codes prepared by the A. P. Giannini Junior High School, San Francisco, and the John Muir Junior High School, Burbank, California.

THE GUIDE

1. FAMILY RELATIONSHIPS AND UNDERSTANDING

- a. Parents should know where their sons and daughters spend their free time and with whom they associate. All members of the family should keep one another informed of where they are going and when they will return.
- b. Every member of the family should assume regular responsibility in the home in keeping with each person's ability. Responsibility and privilege go hand in hand.
- c. The home should set a good example for proper speech and attitudes.
- d. Opportunities should be provided for free discussion of all plans and problems of the family and time allowed to do things together.
- e. The practice on the part of the home of giving each child praise and recognition for achievement within his ability is to be encouraged.

EDITOR'S NOTE

Here is the student-parent guide for the Redlands (California) Junior High School. Parents, teachers, and students worked together on it. The author is principal of the Redlands Junior High School.

2. HOME-SCHOOL RELATIONSHIPS

- a. Parents should assume equal responsibility with the school in initiating discussions concerning the welfare of their children.
- b. Students should be required to do their own homework with parental encouragement and help when needed.
- c. The home should provide a regular time and a quiet, suitable place for study.
- d. Teen-agers need guidance in determining the total number of activities in which they can successfully engage.

3. SOCIAL ACTIVITIES

- a. Parents should assume responsibility for providing transportation to and from all social functions.
- b. Parties should be planned amply far in advance by parents and young people working together.
- c. Group social activities should be encouraged at the junior high school level.
- d. Invitations to parties should state clearly the place, type of function, the hours, and appropriate dress. Only persons who are specifically invited should go to the party.
- e. Parents should be among the adult chaperones present at all teen-age parties. Young people actually have more fun when they know the limitations.
- f. Hours: Parents should provide transportation

home promptly at the close of the party. Closing time for junior high activities:

7th grade—10:00 p.m. These times do not
8th grade—10:30 p.m. conflict with the 10:00
9th grade—11:00 p.m. p.m. curfew when par-
ents provide transpor-
tation home.

- g. It is a sign of maturity when teen-agers have the courage to call home for transportation and leave a party if it is not conducted properly.

4. BEHAVIOR IN THE COMMUNITY

- a. All people should respect the personal worth of every human being.
- b. Youth should be taught to respect public and private property. They should realize that their behavior in public should bring credit to their home, to their school, and to themselves.
- c. Obscene and profane language should not be used.
- d. Smoking is not an accepted practice on the junior high level. It is unhealthful and reflects immaturity.

5. DRESS AND APPEARANCE

- a. Students should realize that personal appearance reflects the type of person you are.
- b. Clothing should be appropriate, clean, neat, and properly worn.



What Counts in Education?

As I see it, I'm afraid our system reflects the chaos of the world. While science and technology . . . are flourishing as never before, liberal education, philosophy, history, and religion, through which we might learn to guide our lives, seem to be undergoing a slow but remorseless decay.

It isn't enough to say "Let us provide all kinds of opportunity and let it be for the right kind of people." We must have universal education and it must be the kind through which we can raise ourselves by our bootstraps into a spiritual world. It must be an education which places sound character and trained intelligence above all other aims and which helps each individual to work out for himself a set of principles by which he may live and serve the society of which he is a part.

Only by good principles arrived at rationally and held firmly can the democratic man hope to be more than a transitory phenomenon lost in the confusion of a darkening world. Each of us must remember that the destiny of mankind is incomparable and that it depends on each of us to collaborate in the transcendent task.

Each of us must remember that the law is, and always has been, to struggle and that it will lose nothing of its violence by being transposed from the material to the spiritual plane. Let each of us keep in mind that his own dignity, his nobility as a human being, must emerge from his efforts to liberate himself from his bondage and to obey his deepest aspirations.—EVANGELINE DAVIES GIBBY in *Ohio Schools*.

Parents and Their Children

By LORENA W. HENDRY

WHEN THERE IS A PERSISTENT NEW TREND in the behavior and thinking of one's students, it is time for educators to take stock and see what effects these trends have upon the classroom teaching, for every statement made and listened to is used only as it is weighed against the home background and experiences of the student.

It is increasingly important for the modern educator, as he faces the teen-ager across his desk, to know that he is teaching against a complicated maze of home difficulties and situations. If he is not aware of this, his subject matter will surely fall on poor ground, and he will harvest disciplinary problems and poor grades.

Modern living often reveals a confused parent in a democratic home. He is confused regarding such things as good-night kisses, late dates, smoking, homework, use of cosmetics in the sixth grade, rock 'n roll, and all-night parties on graduation night, listening earnestly to his teen-ager who insists, "But, Dad, everyone does it. Why can't I?" In fact it sometimes looks as if the brave parent who can say "No" is passing out of existence.

In the old home the father was an autocrat. He might have been a tyrant in many instances, but he did set some definite standards. He might not always have been right, but he sincerely thought he was, and demanded certain hours for his child to be in at night, certain codes of behavior and conduct, and no doubt never gave a thought to the modern soul-stirring thought that "perhaps my child won't like me if I spoil his good time."

The average teen-ager knows that he is in the headlines, that he is confusing and mystifying his elders in his actions, and that he is developing nerves he never had before. He feels rightfully that he should be under-

stood and allowed time to adjust to a changing economic, moral, and atomic world, and that adults should criticize less and help more.

To keep the teen-ager busy, cities have planned recreation centers. In many instances parents have turned to P.T.A.'s and citizens' committees, and certain youth and parents' codes and councils have sprung up. These, of course, give the parents the company and comfort and backing of other parents and get the teen-ager to take a hand in making some sensible laws, curfews, and regulations—a seemingly wonderful idea for parents and youth to work things out together. Such a code has perhaps helped in some instances, but usually it is backed by good students who don't need it, and made by parents who don't need it either, and the rest scarcely know it is in existence. Meanwhile, the old autocratic home has assumed the full proportions of a democratic one too often run by minority groups—the teen-ager.

To stem the tide, teachers and administrators are planning curriculums, student

EDITOR'S NOTE

We have been told again and again that the good old days have vanished. Of course, they have gone. So have the "Model T" and "Old Dobbin." We can see that they are no longer in circulation. However, when we come to human and social relationships, we often find it difficult to face the facts in the 1960 style of life. The author of this article has written a lucid analysis of the great change that has taken place in the relationships between parents and their adolescent offspring. She is head of the homemaking department in the William R. Boone High School, Orlando, Florida.

activities, athletics, and expensive school buildings to help this perplexing teen-ager.

All the while the teen-ager goes on settling his own problems. The quiet boy no one has ever noticed commits a murder, a teen-ager shoots a teacher—juvenile judges tremble, and adults indulge in mild hysteria. "It's the teen-ager we have to watch," they say.

Many other factors have entered into producing this sometimes "too different" teen-ager. Years ago in the days of the little red schoolhouse and horse and buggy, only tramps, peddlers, and pioneers moved. Now the home seemingly has no roots. Parents change localities with jobs, drive trailers, and don't mind selling houses repeatedly for a profit if they can be sold. In a recent class survey, many students had moved nine times and at least one student, twenty-five times. One can hardly expect many family traditions and memories to stick to youngsters under conditions with homes, schools, subject matter, friends, and love affairs shifting and the teen-ager having these adjustments to make.

When both parents work, the day starts off with what the high-school students call a "rat race." Breakfasts are eaten in relays. The parents rush off, sometimes in different directions, leaving dirty dishes and unmade beds. The first child home in the afternoon after school starts washing dishes and cleaning the house and frequently starts supper for a tired and disgruntled mother who is ill prepared after a hard day's work in business to listen patiently to children's troubles.

Said a high-school girl recently, "I stayed home alone in the country while my mother worked. I learned to occupy myself with my own thoughts and to enjoy doing things by myself, without sharing plans and ideas. When my mother quit working to be with us, it was too late. We had drifted apart, and I no longer wanted to confide in her or to talk to her. I was out of the habit and ceased to need her."

Now these children are in our courses. They are frequently aggressive to gain attention. Reflecting the turmoil at home, their thoughts lack unity. Many times their thoughts are focused on decisions they have to make for themselves.

Is it true that many parents have calmly placed homemaking as a vocation on the secondary list and economic security first? It has become common for parents to place luxury items and stepsaving devices high on the list and to leave home to make money. In so doing they have relegated the training of their children to an after-office-hour project. Instilling religious beliefs alone is the inculcation of a lifetime and must be taught as the occasion arises and not when and where the mother finds time after a busy day. The child's whole philosophy is built on parent-child experiences around the house—reading books together, listening to Bible stories, helping in family chores, and supervision of play. Now the boys and girls are developing their own philosophy and are getting their ideals for this outside the home and in their own way. When I became alarmed at the ideas and philosophy of my boys in the family living class, I asked them where they got such ideas. "Oh, I just made them up myself," they replied.

In addition to the mother working, woven into the pattern is the building of the small home where there is no room for the entertainment and recreational areas. Parents will not climb steps in big houses or do the household cleaning involved even with the best equipment at their disposal. Our grandparents did these things and it is a question whether today the hearts are any stronger and the housewife healthier as a result of *not* doing these things. With this change has gone the dining room, where the family unit always met, where grace was said, where courtesy was taught, where food was shared, ideas exchanged, and the mother and father sat quietly at the head and foot of the table governing, directing,

and blessing. Indeed the parents have brought on a situation that when there is a teen-age gathering, the parents are the ones who have no place to go while their children are entertaining. The teen-agers in the meanwhile have solved their problem. Many have found their hot rods, others are parking in wooded areas with a blanket and a bottle.

The youngsters have also found comfort in each other. They are going steady. Books and articles are written on the subject. The answer is simple. They do it for security and comfort—someone to be interested in—someone to care deeply. It grew into a fad, and now it is the order of things, and

high-school life is geared to it. They are *expected* now to go steady. Steady couples are invited to parties and dances.

And so the student sits in the classroom nearly six hours a day—thinking and solving somehow such problems as “Why am I not popular?” “Should I go steady?” “Shall I run away to Georgia to get married?” “Is my mother going to leave my father?” “Will my father be drunk tonight?” and the teacher looks at them over his desk—a great dividing line, and *Macbeth* and *Hamlet* are taught and the cause and effect of the last World War. He is disappointed because the class is inattentive and he gives zero's and *F*'s for failures.



Teacher the Unknown

Teachers are human. They want to be recognized for their individual worth. They want to be told when they have done a good job teaching Johnny to read or to probe the atom. Elementary teachers receive appreciation from parents, but high school teachers report that they seldom get a note of thanks for helping Johnny to grow up. Teachers want to be recognized in the local press and to share praise as well as blame with the administrators. They don't want a “Teachers' Recognition Day” with orchids once a year. They say they give more of their skills and knowledge when they receive a handshake and a smile. They want their administrators to be interested in them as persons without claiming them and without dominating their ideas. They respond when a school board makes a special effort to find out what the Board can do to help the teacher in his classroom work. They give more of their abilities when a principal tries to help them than when he tries to tell them. They don't mind committee work, but as individual teachers they don't want to be submerged by discussions or completely bound by group decisions. They want and need some freedom for action. They want to be asked, consulted and taken seriously. As

one teacher expressed their sentiments, “Gee, I wish sometime, someone would ask me what I wanted to do with these kids. I have been teaching in this school system for three years and no one has asked me that question yet.” There are many professors in college with this feeling.

All this may add up to just plain common sense. But if it does, many of our schools and colleges are not operating on common sense principles. Where there is no challenge in the program, teachers confess that they fall into routines and ruts. Where salaries are high they can still feel the Board of Education is not really interested in their welfare. Where other communications are faulty, salary grievances can be the item about which they can speak loudly. In all school systems, teachers in their overt behavior and chance remarks are constantly saying how they think and feel. The trouble is that no notes are made of this behavior, no studies are made, no questions are asked. No one really listens to what teachers are saying over and over again, and their administrators are notorious talkers and not listeners. Teachers are frequently the unknowns in education.—FREDERICK L. REDEFER in the *Educational Forum*.

Events & Opinion

A MOMENTOUS DECADE: The decade now ended probably is too close for an accurate evaluation or even an all-encompassing summation, but it is cause to reflect in a recitative manner upon some of those things which have resulted in educational upheavals.

There was the historic Supreme Court decision against segregation which nurtured fanatical opponents, outspoken proponents, and others who quietly and effectively extended the mantle of education to those emancipated by this decision.

There was a flood of critical commentary on the public schools, with heated charges and countercharges. A new breed of fault finders was born. Military experts, political aspirants, butcher, baker, and candlestick maker—all were suddenly endowed with unimpeachable authority to blame the schools for the gross neglect, offering absolute cures to a force which knows no absolutes.

Then, there was Sputnik.

And then the tone and the tempo of American education planning changed radically. "Crash programs" orbited into the educational scene; the gifted pupils were hunted, detected, elevated, and became the teachers' pets of the decade. Science and mathematics assumed stage center and the humanities retired to the wings, arguing all the way.

There was the arrival in school of the postwar baby boom with all the attending problems of shortages—teachers, teachers-to-be, and buildings.

And then there were many more events, innovations, and trends which found root during the past ten years and promise to make the next ten years interesting, hectic, and, we hope, rewarding. We look forward to the ensuing decade as one characterized by accomplishments. Let the motto be: Less talk and more action.

THE COST OF EDUCATION: In 1830, each parent sending a child to school delivered a cord of wood to the schoolhouse. In 1959, things are a bit more complex. In Pennsylvania, state department of education officials use the following formula to calculate state aid to local districts:

$$\text{BASRF} = \frac{\$5,800 - \frac{\text{Market Value}}{\text{Units}} \times .004375}{\$5,800}$$

BASRF: Basic Account Standard Reimbursement Fraction

The formula determines each district's subsidy by the market value of its real property (an index of the district's ability to pay its own way) and the number of children to be educated. It arbitrarily sets \$5,800 as the minimum cost of educating a "teaching unit" and uses market value per teaching unit to arrive at the proportion of the \$5,800 to be paid by the state. Costs in excess of \$5,800 are borne by the district itself. A teaching unit is made up of thirty elementary pupils and twenty-two high-school pupils.

Thus, we make our contribution to those who find formulas intriguing.

SUPERSTITIONS IN EDUCATION: Several months ago, Dr. George Boaz, professor emeritus of the history of philosophy at Johns Hopkins, addressed a group of alumni of that institution. During his discourse, Dr. Boaz identified five superstitions in education. A reconstruction of the learned professor's concept of these superstitions follows:

The first superstition about education is that there is such a thing off by itself. This superstition has its roots in language, which permits us to take any noun and establish it as an abstraction. This abstraction, Dr.

Boaz pointed out, leads us eventually to the establishment of "pure" education of nobody, in nothing. That's nonsense, Dr. Boaz argues. We can have education only for something specific and for specific persons. There are people who say that to be educated (and the abstraction and superstition begin right there) you have to know science, or foreign languages, or Shakespeare, or math. It's as if these subjects endowed you with a special power known as "education." Well, Plato didn't know Shakespeare.

The second superstition is that education builds character. The kind of character which education is supposed to build is left pretty vague, but it's supposed to be good. Now, teachers and students have exactly the same kind of character as anyone else. And even teachers of ethics have been known to be unethical. But others who have never heard of the word "ethics" knew instinctively right from wrong. The intellectual has no monopoly on character.

The third superstition is that education can produce leaders. Leaders can come only from wherever people work in gangs—and that would include prisons, gangs, Congress, the Army, women's clubs, or labor unions. Scholarship is a lonely occupation. It does not breed leadership. Were Newton, Mendel, or Darwin effervescent with college spirit, cheering on the team?

A fourth superstition is that education is training for citizenship. Many a man is very well educated and is a bad citizen; many a good citizen has little education. Socrates was not considered a good citizen when alive. Today we consider him to have been equipped with the essential elements of good citizenship—he kept on asking why; he had critical insight; he was devoted to his people. Such qualities probably do not come out through training. They are just there.

The final superstition is that education is to adjust students to society. "This is one of the worst," Dr. Boaz said. What society

is the student to adjust to? Society is a collection of smaller societies. No one lives in all society. We identify ourselves only with one or two—and even there we do not share all the ideas or activities. In the words of Dr. Boaz, "With a society of societies so complicated, how can anyone be adjusted to it as a whole? If it is a whole."

And all we can add at this point: Are there any questions?

A CULTURE OF GRUNTS AND SYMBOLS: The College Entrance Examination Board recently announced that it is going to include essay writing as a part of its entrance-test procedure; it has also established a study commission to determine what secondary schools are doing and what colleges expect from secondary schools in the teaching of English. Commendable as this move against illiteracy may be, one is nagged by the apprehension that this is a rear-guard action.

Presumably the board doesn't have to study much to learn what the industrial and business worlds are doing by way of the language. They are massacring it without half trying. Our destruction of a basic and precise form of communication is more drastically reflected in the spoken word. Some feel the inaccuracies and vaguenesses are in part a result of the discarding of Latin as a cornerstone of vocabulary. The prevalence of improper English usage in business is also partly a result of the failure to demand the accurate use of the written and spoken word. Brevity of expression is the apparent aim in business, resulting in monosyllabic exchanges and creating a new type of jargon. Popular use of the language in the written word or in speech gives no value to purity, which is no more than saying that we don't give a hoot what people think or what they think we think in connection with verities rising above the physical habits. This is a culture of grunts and symbols.

JOSEPH GREEN

Your Speech Reveals You

By MABEL LINDNER

THERE IS NO DENYING THE FACT that the more cultured the atmosphere, the better the speech. The cultured home produces this effect; the school which emphasizes some cultural interest for each student can produce it also. There is generally a vast difference between the parlance of rock 'n roll devotees and that of Tanglewood patrons.

The closer the teacher looks at the problem of good speech, the wider his field of activity. Effective speech training involves many factors, many phases of life. There will always be something added to speech if the student's manners are good: if he knows how to make an introduction, if he steps aside for a schoolmate or for his teacher, if his table manners are correct, if he shows appreciation, if he is considerate of others, if he can carry on a conversation with self-assurance, and so on. There is also a carry-over from the student's appearance: if he exudes cleanliness, if he is appropriately dressed, if he is meticulous about details of dress and grooming, if his whole appearance gives him an immediate advantage.

Most important of all, there will always be something added to speech when the student lifts himself above mediocrity and gives his potentialities a chance for expression and expansion. Need an interest in baseball preclude an interest in writing or music? Does dexterity in carpentry prohibit an interest in the theater? In other words, the better the background for living, the wider the world, the higher the sky, and the more we can do with this capricious subject of speech. The modern Pygmalion does not attempt to teach his Galatea the art of speech only through articulation and correct pronunciation; in addition, he employs all the niceties, all the amenities of gracious and full living.

Modern advertising has shown us some of our lesser faults, but it seldom touches on that reflection of the personality, the voice, the "golden bird" which we mistreat. We cheapen the voice when we let ourselves be content with the second rate, when we live narrow lives with no soul searching, no reaching for the skies. We cannot, then, expect the mechanics of speech to work a miracle—to make us gracious, thoughtful people.

We need, first of all, to define our philosophies more clearly and truthfully, to do a thorough analysis of modern ways of thinking in order to use intelligent, honest thinking as the basis for pleasing speech. The raucous world around us is reflected in many of the voices heard on broadcasts and on records, on the motion-picture screen, and in almost any public place. There is much wrong with American speech, but there is also much wrong with American standards. High-salaried illiterates in the entertainment and sports worlds guffaw when the salary of a scholar is mentioned.

EDITOR'S NOTE

"Silence is golden." "Speech is silver." "What you are talks so loud that I cannot hear what you say." These may be quotable quotations but they must take second place behind the thought expressed in the title of this article. The way you speak—articulation, tone, inflection, vocabulary, pace—and what you say when you speak will help determine whether many people will respect you or avoid you. Yes, your speech does reveal you.

The author is a member of the English and speech departments at State Teachers College, Shippensburg, Pennsylvania.

Do you think all this is beyond the problems of a speech teacher? Hardly, when outside influences make a daily invasion of the classroom.

Efforts to do anything practical with this problem may seem inept; we shall have to make an effort to do something more immediate than changing the whole social and moral order. Teachers must keep in mind that they are teaching their students to live fully and graciously and usefully. The girls will not only answer telephones but conduct conversations with their guests or their escorts; they will read to the children they guard several nights a week; they will become receptionists and sales girls; they will meet the public in countless ways. The boys will take part not only in locker room discussions; they will try to impress an intelligent personnel manager or wary customer as well.

Give your students an opportunity every week to make some oral effort besides the usual give and take of conversation and recitation. You have at your command all the phases of speech in existence long before Demosthenes tried to outdo the waves. But no matter which one of the types you use, you will want to eradicate the errors of the individual and of the group. You will make the members of the class aware of their speech: its unintelligibility, its poor enunciation, its inaudibility, its hesitation in pronunciation, its carelessness, its lack of clear thought. Vocabulary study is an aid to this phase of the speech-improvement program, for it gives assurance in correct pronunciation and in accurate word choice; it enables the student to follow patterns of pronunciation and definition for words transferred *in toto* from a foreign language.

The student will be proud to have mastered "amateur," "discretion," "data," and so on, and he will question other pronunciations. He will begin to see that he really does hold the attention of his audience when he reads well. He is just as eager to

get rid of the "uhs" and "ands" as you are, for that means that he is more confident in his own ability to speak. He will notice if his speech is not comparable to a better job and he will strive to improve. If his effort at first is poor, encourage him by saying that you know he can do much better, and as soon as possible give him another chance. Have a day when each student prepares the best oral presentation he is capable of giving—and let him choose the type. When the student becomes speech conscious, he will begin to use your suggestions for improvement outside your classroom.

Never let the student forget that good speech is the most impressive factor of his personality. Make sure he is aware that no matter whom he approaches after high school—the dean of a favorite college or the foreman of a mill—he will make his best impression as a prospective college student or as a prospective worker through his speech. Correct usage, quiet confidence, quality of tone, thought-induced answers, accurate vocabulary—all will be of inestimable value to him in the presentation of qualifications for any role.

Speech in its relation to good living may not make an orator of each member of the graduating class, but it will have done much to give him self-confidence and to help him organize his thoughts; it will have given him the impetus to do wider reading so that he can uphold his argument with sound reasoning; it will have acquainted him not only with good usage but also with good taste.

If you have given the student enough inspiration to cultivate a pleasing voice and to acquire a pride in correct pronunciation and in clear articulation, if he uses his voice for something other than "jive" talk or cheering his favorite team, then I am sure that he will have acquired "tone," or at least a tone that indicates he is a person of culture and of broad understanding, and that what he says is just as important as how he says it.

What Keeps Junior from Growing Up?

By JOHN H. LOUNSBURY

THE OUTCOME OF THE JUNIOR-HIGH-SCHOOL MOVEMENT is no longer in question. The educational infant of the 1910's has become the standard institution for young adolescents in America. More than three-fourths of all secondary pupils are now enrolled in some type of reorganized secondary school, one-fifth of them in the approximately 4,000 separate junior high schools. Within a decade perhaps many of the remaining four-year high schools will have passed from the educational scene, for the well-established trend to reorganize is undergoing a speed-up. Eight-four advocates are few and far between and eight-four practitioners are dwindling. But junior hasn't really grown up.

Junior-High-School Education Lacks Prestige

A first obstacle to junior's adulthood is the lack of prestige which accompanies

junior-high-school education. This condition is a very difficult one to attack or change, but the damage that is done because it has been so is not hard to see. The lack of status often is apparent when a new teacher is hired and placed in the junior high school with the promise that he can have the first appropriate vacancy in the senior high. At the worst, he is told, he will only have to stay in the junior high a year or two. A newspaper refers to the transfer of the junior-high principal to the senior high as a "promotion." Financially, of course, it may be a promotion, for senior highs are generally larger schools. This difference in status is readily observable, however, whether or not it shows up in the pay check. Quite often, educators themselves as well as the lay public in general have not accepted the junior high school as a distinctive level. To many, it's still an "in-between," a "stepchild." This almost unconscious attitude of inferiority has tremendous influence in dozens of decisions.

EDITOR'S NOTE

In 1920, there were fifty-five junior high schools enrolling 0.4 per cent of the total secondary-school population. In 1952, the number of junior high schools grew to 3,227 and 19.8 per cent of the total enrollment. By 1960, it is estimated that we shall have more than 4,500 junior high schools enrolling more than 20 per cent of the total secondary-school population. These figures indicate that "junior" has grown rapidly. The author raises the question, "Has junior grown up?" He writes that "the junior high school has not often had a fair shake in educational planning." The article points out some reasons for the unequal treatment. The writer is associate professor in the College of Education, University of Florida, Gainesville.

Inadequate Facilities and Housing

The buildings which house junior high schools have seldom been built as junior high schools. Quite typically they are moved into the old high-school building when the favored institution takes over the community's new pride, the modern senior-high-school building. So the junior high school sets up shop in the old building and, from the beginning, is saddled with the obsolescence and limitations which seemed to require a new school. Or perhaps it moves into a former elementary building which is too small, has no gymnasium, no shop or homemaking facilities.

This matter of housing is an obstacle which lately has been given increasing attention. The post World War II years have

seen a tremendous number of schools planned and built as junior high schools. Future prospects are quite bright too. Recent issues of such periodicals as the *Nation's Schools* contain numerous descriptions of functionally and carefully designed junior high schools. Many new urban junior high schools, even though they are large, are so designed that the total school is physically divided into a number of "little schools."

Lack of Standards and Regulations

A third block to growth and improvement is the absence of adequate standards, regulations, and policies for the junior-high-school level. Because it lacked status the junior high school has had to shift for itself. It grew up with little or no preliminary planning and supervision on the state level. Some districts still require junior high schools to report their attendance on two separate forms. The ninth-grade figures go on the high-school form and the seventh- and eighth-grade figures on the regular elementary forms. Separate budgets are sometimes required and allotments come in two different pieces. The senior high schools expect a Carnegie-unit accounting for ninth-grade work, but are not concerned with the work in the other two grades. The junior high school often exists, then, in a subservient state because local boards and state departments have not accepted it as a unit and encouraged its growth by altering their reporting forms, their financial allotment formulas, and their graduation requirements, or by establishing clear policies to cover the junior high school. In the absence of clear standards many schools have simply called themselves junior high schools in order to take advantage of such a designation. One western state, for instance, allots $1\frac{1}{5}$ more money per A.D.A. unit for junior high schools than for elementary schools. Unless standards accompany such allotments, financially pinched administrators may take advantage of the provision.

An Unfortunate Label

Another block to the maturity of the junior high school is the institution's name. As we look back over the movement from our vantage point of fifty years, we can see how unfortunate it was that the name "junior high" caught on. Of course, it did describe best what many of the first junior high schools were supposed to be. Yet a number of the earliest reorganized schools, including the very first one, were called "intermediate schools." This is probably preferable, though not perfect. So long as junior high schools are called junior high schools, they will have a difficult time achieving the prestige and status due them. Even a completely unbiased stranger to American education would likely form a subservient concept of the middle institution when he was told the names of our school units. In our culture especially, the word "junior" conveys immaturity. Now forty-nine years old, junior deserves a handle which better conveys the acceptance he has earned in our school system. This is a factor to be reckoned with despite the old saw that a rose by any other name smells just as sweet.

Lack of Specially Trained Teachers

A fifth obstacle is the lack of teachers who are specifically trained for junior high school work. Only a handful of the hundreds of institutions that train teachers have a definite program for prospective junior-high-school people. An occasional summer school course in the junior high school is about all most of the college catalogues have contained. The preparation of junior-high-school teachers is the "blind spot" in teacher education. While the colleges are partially at fault for this state of affairs, they are by no means completely responsible for it. Certification requirements are vague, overlapping, or nonexistent with respect to junior-high-school teachers. Typically an elementary or secondary certificate

will permit one to work in a junior high. Only the secondary certificates of Vermont and the District of Columbia will *not* authorize one to teach in grades 7 and 8. Only about six other states issue junior-high-school certificates and some of these states have no really distinctive requirements. It appears then that the same subject specialization which is required of high-school teachers is the major criterion for employment as a junior-high-school instructor. No particular professional preparation is expected in most cases which might give junior-high teachers a full understanding of the needs, characteristics, and interests of early adolescents or the functions and development of the junior high school.

This, too, is a stumbling block which is now receiving some attention. Two of the states which have separate certificates recently inaugurated them. Many universities

and colleges are now planning programs for the preparation of junior-high-school teachers. For the past several years a committee of the National Association of Secondary-School Principals has conducted a survey of summer junior-high-school offerings. The number of such courses and workshops has increased considerably each year. Forward-looking school systems, however, are not waiting for the colleges to turn out fully prepared junior-high teachers. Through in-service programs they are developing the needed competencies and understandings. For instance, in one Midwestern city all junior-high people are given instruction in the teaching of reading.

Junior, then, is handicapped by several situations or conditions as he struggles for full maturity. Real progress, however, can be noted and most of the problems will be overcome sooner or later, for junior, like his human counterpart, will grow up!



Demolition Job

By A. S. FLAUMENHAFT

Brooklyn, New York

Along the city streets, one sees
Park men denuding curbside trees,
And while one watches with a frown
The lush, low limbs come crashing down.
And why? "So's garbage trucks can stay
Close to the curb," the workmen say;
"Now, don't blame us—it's orders, neighbor!"
And they hack away at their monstrous
labor.

Along the city streets, one sees
Disfigurement of spreading trees
On orders from men of decision
Imbued with purpose but not vision:
Practical men who deem it duty
To save time when they might save beauty.

Hidden Tuition Costs in Florida

By VYNCE A. HINES

"I ORDERED ONE OF THE CHEAP HIGH-SCHOOL RINGS TODAY," the high-school junior announced to her parents one night at dinner. "Mine is only \$23 plus tax."

Father immediately hit the ceiling. For years he had been teaching prospective teachers and teachers in service about hidden tuition costs and how these concealed charges discriminated against participation of many children in school activities and probably caused many dropouts. Up to this point, such knowledge had been academic for father—this was something that happened to other people in other places. With further encouragement from a group making a state-wide study of certain aspects of the state educational system, he began taking a look at the "extras" and what had been happening to them.

Before he had finished, he attempted to answer three questions: (1) What are the

added costs for the average student in representative high schools in Florida in 1958-59? (2) What might the added costs be for the parents who have a boy or girl eager to participate in a variety of activities? (3) Do these extra costs tend to deny participation to the pupil from lower socioeconomic background?

Over several decades a number of studies have been conducted to discover some of the hidden tuition costs which face students and their parents. Most of these show that the average expenditures for hidden tuition costs range from a low of about \$60 a year to a high of more than \$125 a pupil each year.

Howd conducted one of the most comprehensive studies in co-operation with a group of midwestern high schools. He found that high schools were charging students for special materials for classes, for excursions directly related to the instructional program, for social functions, and for additional books and equipment in connection with the regular program, even where textbooks were provided "free" to all students. For extracurricular activities, pupils paid dues, fees, deposits, and assessments; they paid for insignia, pins, awards, certificates, and equipment of various kinds. They paid activity fees, student body membership fees or dues, and class dues; pupil admission charges to all home athletic, forensic, dramatic, and musical performances or contests; for pay assemblies, subscriptions to school papers, magazines, and yearbooks; fees or assessments for school parties, dances, picnics, sleigh rides, and other social functions; contributions to special drives—tag days, Red Cross, candy sales, and carnivals; for school and class pins, keys, rings, caps, sweaters, and other insignia; for graduation expenses, in-

EDITOR'S NOTE

It is commonly believed that our public schools are tuition free and indeed they are. But this is true only when the word "tuition" refers specifically to costs of classroom instruction. Our schools are not free if tuition includes all expenses which schools require or suggest that pupils pay. For example, gym costumes, class rings or pins, yearbooks, laboratory fees and so on. The author, professor of education, University of Florida, made a study of hidden tuition costs for the Continuing Education Council, a lay advisory group on education reporting to the Governor of Florida. The findings indicate that there are inflated costs in school attendance in the two Florida high schools selected for case study. Dr. Hulda Grobman assisted the writer in gathering data.

cluding photographs, insurance, notebooks, and gifts for teachers.

Pupils who took part in band, athletics, cheer leading, and served as majorettes were often under additional expenses.

The costs of all these items were reported by Hand in *The Principal Findings of the Studies of the Illinois Secondary School Curriculum Program*, pages 28 to 94. Hand reported that if median costs are taken from activities in which one boy or one girl might normally take part, the sum of these is over \$120 a year. This means that many children cannot take advantage of opportunities offered. It has been argued that if these activities are educative, they should be equally open to all; if they are not educative, they should not be included in school programs. Other studies have indicated that those who are not able to participate fully are among those who most often leave school before graduation.

Two Florida high schools were selected for limited case studies. We secured information on what it might cost for boys and girls to participate in certain activities and the extent to which these costs decreased equality of opportunity for some pupils. Findings were checked with several classes of college students preparing to be teachers to get additional suggestions and to find out whether the figures reported were out of line. Considerable differences were found between the two schools on particular items, though there can be no doubt that in both instances participation by poorer children in many activities is difficult, perhaps impossible, because of costs.

Many courses, both academic and non-academic, cost money. An accelerated mathematics class required the purchase of a \$3.00 book (textbooks are supposed to be free in Florida); an English class, a workbook and a subscription to *Time* for one semester. Pupils in science classes paid \$1.00 or more for materials. The average pupil taking clothing spent \$10 for ma-

terials. Art classes cost up to \$4.00 for materials. Crafts classes had a fee of \$1.50 for shared material plus an average of \$15 for other materials. Pupils in typewriting paid a \$1.00 fee for typewriter cleaning. In one school, people who took orchestral music paid \$2.50 for music, and most of them furnished their own instruments. Home economics required \$1.00 for Future Homemakers of America membership, another \$1.00 for a magazine. Both schools had student insurance fees.

Physical education can be an expensive activity. Students need shoes, socks, and gymnasium outfits. Girls usually need at least two outfits. Swimming, tap dancing, and interpretive dancing required special costumes or shoes. Bowling cost extra money. Those who added tennis or golf had expenses for equipment and greens fees. In addition, there were towel fees and a locker fee, amounting to \$6.50 in one school.

Club dues cost about \$1.00 per semester. Insignia for clubs run from fifty cents to \$5.00. Parents in one school were expected to make a voluntary library contribution of \$3.00. The booster club dues were \$5.00. T-shirts with school insignia on them run to \$3.75. Jackets with the school name on the back are popular and cost from \$12 to \$15. Home football games at one school are fifty cents and basketball, thirty-five cents. The other school includes admissions in an activity fee of \$4.50 a semester, which also pays for publications and admission to plays and musical events. Some classes attend summer camp. This costs about \$5.00. Sports enthusiasts who follow the teams out of town regularly will spend annually about \$40 on transportation, \$7.50 on admissions, and \$12 on food. Except for the football squads—and parents of players pay insurance and some special equipment charges—out-of-town expenses are borne wholly or in part by players or their parents.

The parent who really pays is the one with a youngster who becomes a majorette

or a cheerleader. Standard cheerleader uniforms are about \$55. In addition, parents take turns furnishing transportation to out-of-town games. A summer camp for cheerleaders costs about \$75 a week plus transportation. Majorette costumes cost as much as \$90, though seamstresses can make the four costumes worn each year at a cost of about \$10 each, plus material. Majorettes often take twirling lessons which average \$1.50 a lesson, and they take about twenty a year. There are camps for majorettes in Miami, Texas, and North Georgia. Estimated cost is about \$200, including transportation.

Even the scholastically minded pay. One standardized set of tests for the college bound costs \$2.00. For those who take the College Board Examinations, the fee can amount to \$10 or \$12.

Eventually some students survive these costs to graduation. Diplomas are \$2.50 in one school and \$6.50 in the other. Invitations average \$7.50 in one school, somewhat less in the other, even though these usually bring back more than their cost in loot.

One of the largest costs to hit the unsuspecting parent is for class jewelry. Class rings cost from \$23 to \$27; pins are about half or three-fifths as much. Seniors have banquets and proms; classes raise money for various of these affairs, but most often for senior trips. One year, before the boom was lowered, each senior had to provide \$40 besides what the class had painfully raised in the last two years through selling candy and fertilizer, taking care of lawns, washing cars, sitting babies, providing a commissary service for evening-school students, selling magazine subscriptions, and various other means. A class in a large high school not in this study spent more than \$20,000 on a senior trip.

A college band director reported that some high-school band directors receive small commissions on instrument sales to members of their bands. Hence they often

tend to encourage the purchase of new instruments rather than the less expensive used ones which are often available.

On the hunch that high costs were making band, majorette, and cheerleading participation almost impossible for children of families with low incomes, the names and addresses of 104 students were secured from one school. Occupations of parents were determined for all but three or four. It was possible, also, in more than eighty cases to find the assessed valuation of dwellings. Of these eighty, only three pupils lived in houses with current market values of less than \$9,000. Median market value was about \$15,000, and the top was about \$60,000. Where assessed valuations were unknown, knowledge of parent occupations indicated that not more than three or four pupils came from housing in the low price range. Applying the Warner index of status characteristics to the 104 people demonstrated that not more than eight of the group were classified as less than middle class, and that a very large proportion were upper middle class.

In checking these findings with college pupils from all kinds of communities, the findings were reported as in line with what most of them had known. However, there are exceptions—schools in which costs are both much lower and much higher. Several pupils suggested that participation in science fair projects could cost from \$50 to \$100 and more. Other pupils reported instances where band participation, except for shoes, had not cost a penny—instruments and music and uniforms were furnished, and lessons were free. Out-of-town trips were paid for.

In the schools surveyed, it is possible to get by for about \$50 as a tenth grader, \$75 as a junior, and \$100 for the senior year. For the boy or girl who participates widely, the one who belongs, does, and goes, costs can top \$500 a year. Most of these costs discourage or prevent widespread participation by the child from a low-income family.

Treetown Adopts Multiple Diplomas

By G. L. PENK

SETTING

The conference room of the Treetown Consolidated High School, where the Principal's Advisory Committee is meeting in advance of the regular monthly faculty meeting.

CHARACTERS

MR. ELMER QUEEK, principal, a respected member of the community and of the Kiwanis and Country clubs. A member of the 1954 National Committee for the Improvement of Instruction and In-Service Training of Custodial Personnel in American Schools and the chairman of the 1957 National Committee for the Tabulation of the Heights of Drinking Fountains in Six-Year Secondary Schools and the Permissible Maximum Difference for Arithmetic Mean Heights of Drinking Fountains for Separate Junior and Senior High Schools. Characterizes his philosophy of administration as the "running of a tight ship."

MR. ERNEST NEWMAN, assistant principal, serving in his first year at Treetown High School, after earning a specialist's certificate at State Teachers College. May succeed Mr. Queek as principal if he makes no enemies, and he's not about to.

EDITOR'S NOTE

Editorial Board member Glenn F. Varner sent this manuscript to us. He says that the author teaches journalism at St. Paul's Monroe High School. Previous to his present assignment, he was in the armed services. While in Europe, he was awarded a service writer's Freedoms Foundation Award and was flown to Valley Forge to have the award presented by Admiral Arthur W. Radford.

MISS CHARLOTTE BRONIE, head of the English department, a woman of few words which, when spoken, are usually vitriolic criticisms of adolescents. Displays symptoms of strong frustrations.

MR. HADLEY EUCLID, teacher of high mathematics, very subject minded. Known as a piler-on of homework, a marker-down of grades, and a slunker-out of many students.

MR. JOE MUSACHIO, football coach, physical education graduate of a football college, where he starred at tackle. A man of strong convictions, but possessor of few ideas and slight interest in education.

MISS DOROTHY BELL, social studies teacher, second year at Treetown, already deeply in bad with other teachers for not failing enough students the previous year. Once overheard saying she wasn't sure of the value of all homework.

MISS MINNIE ANDREWS, counselor. Neither she nor the guidance program is fully accepted by the pillars of the faculty.

(MR. NEWMAN and MR. MUSACHIO are seated on stage.)

MR. NEWMAN: So, Joe, the obvious solution is to let the boy work off his detention hours at football practice.

MR. MUSACHIO: Hey, that's swell. I don't suppose the kid is much of a student, but in another year he'll be an All-Conference center.

(MISS BRONIE and MR. EUCLID enter.)

MR. EUCLID: Then I asked her how she expected him to get passing marks in trigonometry if he didn't do the homework.

MISS BRONIE: That stopped her.

MR. EUCLID: It did. And I said (*pauses to look around and then leans forward in a confidential manner*) I hadn't felt the boy should be enrolled in my class in the first

place. It had been the counselor's idea, obviously a mistake, and the sooner the boy realized that he didn't have what it takes, the better it would be for all concerned.

(MR. QUEEK enters, nods around, and notices that all are not present or accounted for. Strikes an aloof and barely approachable pose and shuffles papers with obvious irritation. Others continue private conversations as Miss BELL and Miss ANDREWS enter.)

MISS ANDREWS: I'm sorry we're late, Mr. Queek. Miss Bell and I were conferring about a student. *(They sit down.)*

MR. QUEEK: Now that we are ALL here, we can begin. I have set aside our regular agenda to consider an urgent problem. Education is in the national eye. *(Looks to one teacher after the other to make sure the full import of this striking statement is sinking in. MR. MUSACHIO is busily diagraming a new spinner-bucker play in which the tackle finally gets the ball and rambles off to a touchdown. Finally he looks up.)* Even here in Treetown, our school and the community do not necessarily compose one happy family. There are beginning to be ripples of public concern over education, and I for one do not enjoy a rocking boat. *(Heads nod in agreement.)* We're taking some broadsides here on the rampart of American culture. That last editorial, our engineering friend's statement concerning math preparedness of freshmen at the university *(looks pointedly at MR. EUCLID, who winks)* has agitated the P.T.A. to the point of forming a committee. Now just this morning, Mrs. Gotrocks of the local College Club called to say they were having a guest speaker, a retired master sergeant, to talk on "Youth, Education, and Tomorrow." Ordinarily this wouldn't concern us, but in view of the coming bond issue. . .

MR. EUCLID: These outsiders complaining about lowering standards don't understand the situation. We on the inside know that the students just don't work like they used to.

MR. QUEEK: True, but what are we doing about it?

MR. MUSACHIO *(suddenly alert)*: Don't do nothing to make any of my ballplayers ineligible.

MR. QUEEK: A point well taken. No need to unnecessarily antagonize our letterman's club or any of the sports writers. As one American intellect put it, "We ain't in any position to aggravate no one."

MR. NEWMAN: What ever we do, it should be something unique *(immediately backtracking)*—well, not too unique, but something that will catch the public's eye. *(Searches frantically to make a positive contribution.)* It should be something with real public relations value.

MR. QUEEK: Very good, Mr. Newman. Very good. We can't overlook that all-important public relations angle.

(There is a moment of silent thought.)

MR. NEWMAN: What about the multiple diploma idea you mentioned yesterday, Mr. Queek?

MR. QUEEK *(feigning modesty)*: I really wanted the committee. . .

MISS BRONIE: Humph! Sounds like a good idea to me. We could have one diploma for the few real students, another for the rockers, another for the rollers, and another for the ones worse than that.

MR. QUEEK: Shall we explore this idea?

MR. EUCLID: We need something. The way it is now, art and music credits count as much as math credits. Everyone knows that's not right. It's especially confusing to employers.

MR. QUEEK: We all appreciate this problem, Mr. Euclid. How do you feel about this, Miss Andrews?

MISS ANDREWS *(hesitatingly)*: I'm not so sure that multiple diplomas are good in view of individual differences.

MR. QUEEK *(with a disapproving look)*: I don't think we need to worry about individual differences at this time. I've done a lot of thinking about this matter, and I think it's in keeping with our previous

thinking on individual differences. Don't you see, now pupils with different abilities will get different diplomas. This seems right to me.

MISS ANDREWS: But . . .

MR. QUEEK: That's all right, Miss Andrews. There's nothing for you to worry about here. Miss Bell?

MISS BELL (*starts strong but loses confidence fast*): I agree with Miss Andrews. In college, one of our textbooks said. . .

MISS BRONIE: When you've had my experience, my dear, you'll see how unrealistic those books are.

MR. QUEEK (*diplomatically*): Not completely unrealistic, but not always completely . . . practical. Mr. Euclid?

MR. EUCLID: As I said before. . .

MR. QUEEK: We all remember what you said before. Miss Bronie?

MISS BRONIE: I'm in complete agreement.

MR. QUEEK: I was sure you would be. Mr. Musachio?

MR. MUSACHIO (*anxious to leave*): Sure, sure. Why not?

MR. QUEEK: Mr. Newman?

MR. NEWMAN: I go along 100 per cent.

MR. QUEEK (*beaming*): In view of the number of school systems considering this step, I really think it is the thing to do. And now is obviously the time to do it. Since I was sure you would all agree, I have done some exploratory thinking on the matter. It would seem appropriate to me to have a first-class diploma, a second-class diploma, a third-class diploma, and a fourth-class diploma. The first-class diploma would be reserved for our best students and so on down the line.

MISS ANDREWS (*sotto voce to Miss Bell*): The fourth-class diploma representing the ultimate service to our morons, truants, juvenile delinquents, psychos, and pregnant girls.

MR. EUCLID: This is the answer to our problems.

MISS BRONIE: I concur.

MR. QUEEK: Mr. Newman?

MR. NEWMAN: It resolves the situation beautifully.

MR. QUEEK: Are there any objections? (*Obviously outnumbered, Miss Andrews and Miss Bell merely shrug.*) Fine. The faculty can approve it tomorrow at our meeting. In fact, I think I'll announce it at tomorrow's Kiwanis luncheon. Oh, Mr. Newman, could you drive? I'm getting an oil change.

MR. NEWMAN: Yes, sir. Certainly, sir.

MR. QUEEK: Good. I know I've said this before, but your decisive action, your shrewd analysis of the problem, impersonal consideration, and concerted effort, reaffirm my eternal belief in democratic action. That's all for today. Faculty meeting tomorrow after school.

MR. MUSACHIO: Mr. Queek, could I be excused from the faculty meeting? We have an important practice session scheduled.

MR. QUEEK: Oh, I think that might be arranged. If you can guarantee a two-touch-down win, that is. Incidentally, Miss Bell, I would like to speak with you about that rather excessive requisition you made for file folders.

(*Goes out with Miss Bell. Mr. Newman tags along. Miss Andrews sneaks out, hoping to avoid notice. Miss Bronie and Mr. Euclid rise and head for the door conversing.*)

MR. EUCLID: So I asked her parents how they expected me to teach this girl higher algebra when she couldn't do simple arithmetic.

MISS BRONIE: It's best to treat that type as I do. Just fail them. (*Both exit.*)

(*Curtain*)

Book Reviews

FORREST A. IRWIN, *Book Review Editor*

Teaching Science in Today's Secondary Schools by WALTER A. THURBER and ALFRED T. COLLETTE. Boston: Allyn and Bacon, Inc., 1959. 640 pages, \$6.95.

This is an excellent book for the beginning teacher who is groping for methods to use in presenting science effectively and in an interesting way. It is equally good for the experienced teacher who wishes to broaden his teaching effectiveness and growth.

The first section of the book is devoted to a general outline of the opportunities for the teacher to understand his pupils in order to make teaching more effective. The authors are to be commended for emphasizing that first of all we are teaching pupils and secondly giving sufficient attention to the value of subject matter, yet not neglecting either.

Since the book concerns itself with general upgrading of science education, the authors have done well in giving space to the value and ways of developing literacy and to the improvement of the art of scientific communication. The rapid growth of science knowledge makes it necessary that literacy and communication skills be among the main objectives of the science teacher.

In this book teachers will find help in meeting the greatest challenge in education today: that of developing means whereby each young person can progress at his maximum rate as far as he is able to go. Help is given in providing for classes in which are found the academically brilliant, the seriously retarded, the social misfits, and the disciplinary problems. Teachers will find the book helpful in identifying the gifted students and in the means it suggests for their advancement in heterogeneous groups. Suggestions are also made for helping the teacher provide for the "dullard" and the socially maladjusted child.

One of the important sections of the book is the chapter, "Continuing to Grow Professionally." It has many practical suggestions for keeping up both with the new developments in methodology and educational psychology and with the growth of scientific research and new discoveries.

This is a good book. It is practical and written to be most helpful to the beginning teacher who needs specific instruction for teaching pro-

cedures. It can be equally effective in helping the experienced teacher keep abreast of the times in teaching methods and new developments in subject matter.

The authors have been skillful in making many parts applicable to elementary, junior-high, and high-school situations.

VIRGIL H. HENISER

Youth and the Future ("Life in Literature" series) by CHARLES H. CARVER, HAROLD G. SLIKER, and ELIZABETH J. HERBERT. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1959. 528 pages, \$4.64.

Youth and the Future is excellent for the tenth grade, and can be used profitably in eleventh- or twelfth-grade English classes. It is highly recommended for core classes and would be good enrichment material for high-school social-studies or science classes.

The introductory section contains prize-winning literary selections written by adolescents which give a cross-section of student attitudes toward life. These could easily stimulate creative writing. The literary selections are organized around six themes: the search for personal identity, relationships with adults and peers, adjustment to the world environment and its problems, changes made by science and technology, humor, and making adolescent dreams aid in planning a rewarding adult life. These selections reveal superior insight into human nature.

Each thematic unit has a one-page introduction, followed by appropriate selections. At the end of each item are questions which go beyond mere comprehension to consider character and plot development. Complete and useful annotated lists of novels, short-story collections, and biographies appear at the end of each unit.

The selections are chosen for their literary excellence and represent contemporary authors of high caliber in addition to many famous, time-tested authors. They vary as to literary form, author, geographic location, and historical time. The interests and problems of adolescents are in sharp focus in every selection. The extensive use of excellent science fiction is truly novel. The editors seem completely to have identified and immersed themselves in the milieu and concerns of the teen-ager in a most unique manner.

The attractive format cannot fail to capture the interest of any reader. Beautiful color photographs, illustrations, and spot drawings point up the major ideas in the selections. Page design varies from one- to two-column pages. Short biographical sketches of the authors are boxed. A table of contents lists the literary types, such as biography, essay, play, poem, and short story. An author-title index is at the end of the book.

Study suggestions for class discussions and individual projects are in a separate guide for teachers. This allows the teacher freedom to select those suggestions which will best build on class interest. It has always seemed to this reviewer that students truly profit from enthusiastic participation in lessons rather than from routine and stultifying exercises.

If a liberal education of the adolescent should develop a desire for fine literature and an understanding of life and of the world, this anthology will be a real contribution to education.

EMMA MARIE BIRKMAIER

Basic Statistical Methods by N. M. DOWNIE and R. W. HEATH. New York: Harper and Brothers, 1959. 289 pages, \$4.50.

In their preface to this text the authors state that they were guided by the feeling that there was a need for an introductory statistics book which was "as short as possible." That they have been successful in meeting this need is readily apparent when the reader notes that their book covers in 219 pages (exclusive of appendixes) all of the essential statistical topics to which most writers devote at least twice this amount of space.

The book covers the usual material on descriptive statistics, deals with the topics of simple correlation and regression, and also discusses multiple correlation and the various coefficients that may be used where the product-moment coefficient is not applicable. After a brief discussion of basic probability theory, the book describes the application of such specific tests of significance as the t-technique, chi-square, simple analysis of variance, and various distribution-free tests. As this list of topics suggests, the text is quite complete in the number of subjects covered.

The computational formulas that are presented are rather simple and in most instances the presentation of a formula is accompanied by an application to an example, showing, in detail, what numbers are substituted and how the calculation is carried out. Provision for further study and application of procedures is made

Meets the challenge of today's world

The New
Second Edition of the

Row-PETERSON ALGEBRA PROGRAM

—Book One and Book Two—
1960 Copyright

Yes, here is an algebra program that places heavy emphasis on showing the challenge of algebra in our modern world and in motivating students to meet that challenge through concentrated study and practice. It prepares students for tomorrow with a thorough, systematic, and intensive coverage of all the principles and processes of algebra. Specially prepared test booklets consist of 32 tests for each grade. Teacher's Editions contain answers to all tests, plus detailed solutions of textbook problems.

Row,
Peterson and Company

Evanston, Illinois

Elmsford, New York

SCIENCE MANPOWER PROJECT MONOGRAPHS

The product of the cooperative effort of many science educators, scientists, and teachers, this new series presents guides for modernizing and improving science education in junior and senior high schools.

TITLES AVAILABLE

A Guide to Engineering Education, by Frank W. Eller	\$1.00
Modern High School Physics, by Members of the Science Manpower Project	\$1.50
Attitudes of Certain High School Seniors Toward Science and Scientific Careers, by Hugh Allen, Jr.	\$1.25
Modern High School Biology, by Dorothy F. Stone	\$1.50
Dimensions, Units, and Numbers in the Teaching of Physical Sciences, by Renee G. Ford and Ralph E. Cullman	\$1.00

MONOGRAPHS IN PREPARATION

Modern High School Chemistry	Teachers' Monograph on Modern Chemical Theory
The Problem-Solving Method of Teaching	Modern Elementary Science
Modern General Science	

BUREAU OF PUBLICATIONS

Teachers College, Columbia University, New York 27

through the variety of exercises found at the end of each chapter for which answers are provided in the back of the book.

It is the reviewer's opinion that this text could be very useful as a concise handbook for the person desiring a source giving a brief discussion of how to compute and how to interpret the statistical measures that may be of use to the educator. However, because of its brevity, it probably does not provide enough detail to fill the needs of the person seeking a rather complete understanding of the measures.

MAURITZ C. LINDVALL

School Music Administration and Supervision by KEITH D. SNYDER, Boston: Allyn and Bacon, Inc., 1959. 365 pages, \$6.00.

For a number of years the music profession has been in need of a comprehensive text dealing with the administration and supervision of music in the public schools. Aside from occasional articles or pamphlets published by professional organizations and small sections of larger works devoted to some aspect of music teaching, there has been no single source for reference on the administrative and supervisory role of the music specialist in the modern school program.

School Music Administration and Supervision is the work of a man who appears well qualified to write it. He is at present a teacher who administers a music department at the college level, but his professional responsibilities have previously involved the teaching, supervision, and administration of music programs in the public schools of Nebraska and New York State.

The volume is a model of rationally organized writing. From beginning to end it reflects refinement in logical discourse and exposition. The author appears to be a master of the outline form. In this style of writing rest both the book's strength and its weakness. The author presents in rough form some facet of the music administrator's position; he defines it; he breaks it up into its logical subdivisions; each subdivision is discussed in some detail; and, finally, a summary is made. Simple but striking diagrams and illustrations lend further to the text's analytical treatment of the subject.

After an introductory chapter, in which the framework of public school administration is defined and described, the book treats the leadership role of the music administrator in two large areas of responsibility: (1) leadership in human relations, and (2) leadership in operational activities. Finally, Dr. Snyder summarizes

the music specialist's role and projects its probable development in the changing years ahead. In the course of his writing, Dr. Snyder discusses human relations, curriculum, improvement of instruction, scheduling, physical and material needs, budget and finance, space and housing. He emphasizes human, educational, and artistic values as criteria for the exercise of leadership and he intelligently defines the role of research in improving the quality of musical offerings in the school program. The appendixes include generous bibliographies, a guide for judging quality in piano manufacture, sources for instructional equipment and supplies, a quotation from the Music Industry Council's *Business Handbook of Music Education* concerning copyright laws, sample copies of budget forms, as well as drawings and photographs of music housing and storage spaces.

The reader will recognize the respect of this author for his former teachers. He emphasizes the need for recognition of music's contribution to the general education of American youth. He takes issue with malpractices in the profession, including the taking of "commissions" on sale of instruments or music and the collection of funds other than tax monies for support of a music program.

This new book should be of interest to undergraduates preparing for careers in music education. It should be required reading for all music teachers, directors, supervisors, and workers in the field of general school administration. Most of its views could be recommended for study by parents and community leaders.

IAN H. HENDERSON

Guidance: a Developmental Approach by HERMAN J. PETERS and GAIL F. FARWELL. Chicago: Rand McNally and Co., 1959. 507 pages, \$6.00.

Peters and Farwell maintain that teamwork among administrators, teachers, and counselors is necessary for any skillfully administered guidance program. They emphasize that the classroom teacher plays a key role in the guidance of junior- and senior-high-school students. Following is their statement of the *developmental approach*: "With an understanding of the principles of guidance and guidance services, the teacher should increase his effectiveness in assisting boys and girls to learn subject matter with concomitant effects for all-around higher-level personality development."

Selected chapter titles indicate areas which may be of special interest to teachers: "Develop-

Save on
**DIPLOMAS—
DIPLOMA CASES**

For High Schools and Junior High Schools
Send for Free Samples

PHILIP AND MARGARET BITTEL, INC.
Est. 1927 Avon, Conn.

mental Guidance and the Classroom Teacher," "Teacher-Centered Instruments for Guidance Work: Interpretive and Housing Instruments," "Teacher-Centered Instruments for Guidance Work: Information-Gathering and Synthesis," "Pupil-Centered Instruments for Guidance Work: Testing and Interpretive Procedures," "Group Procedures for Guidance," "Pupil Satisfaction from the Guidance Approach to Teaching," "The Guidance Team: with and for Parents," "Using School Resources for Guidance Purposes," and "Using Community Resources for Guidance Purposes." Each chapter is followed by a useful annotated bibliography. Also provided is a list of professional guidance journals and organizations.

The book's subject matter is broken up with numerous subtopical headings. No doubt this facilitates reading, but it also gives the impression that guidance is a plethora of discrete considerations. However, the authors succeed in binding their material together with the team concept in guidance, always emphasizing the centrality of the teacher's role.

LOUIS J. CANTONI

Paperbounds Received

From POCKET BOOKS, INC., 630 Fifth Ave., New York 20, N.Y.:

Ben-Hur: a Tale of the Christ by LEW WALLACE, 1959. 561 pages, 50 cents.

Diccionario Del Idioma Español by EDWIN B. WILLIAMS, 1959. 469 pages, 50 cents.

High-Speed Math Self-Taught by LESTER MEYERS, 1959. 290 pages, 50 cents.

From DELL PUBLISHING CO., INC., 750 Third Ave., New York 17, N.Y.:

As You Like It by WILLIAM SHAKESPEARE (FRANCIS FERGUSON, General Ed.), 1959. 192 pages, 35 cents.

Freud: His Life and His Mind by HELEN WALKER PUNER, 1959. 288 pages, 50 cents.

Great Sea Stories selected by ALAN WILLIERS, 1959. 255 pages, 35 cents.

Stephen Lane Folger, Inc.

Est. 1892

Rings, Pins, Medals for HIGH SCHOOLS
and COLLEGES180 Broadway **JEWELERS** New York 38

Send for our free folder

- Guy de Maupassant, a Reader*, 1959. 320 pages, 50 cents.
- The House of the Dead* by FYODOR DOSTOYEVSKY, 1959. 352 pages, 50 cents.
- Keats* (RICHARD WILBUR, General Ed.), 1959. 160 pages, 35 cents.
- Kim* by RUDYARD KIPLING, 1959. 288 pages, 35 cents.
- Longfellow* (RICHARD WILBUR, General Ed.), 1959. 160 pages, 35 cents.
- Othello* by WILLIAM SHAKESPEARE (FRANCIS FERGUSON, General Ed.) 1959. 252 pages, 35 cents.
- The Titan* by THEODORE DREISER, 1959. 542 pages, 75 cents.
- Voltaire* edited by EDMUND FULLER, 1959. 383 pages, 50 cents.
- Washington Square* and *The Europeans* by HENRY JAMES, 1959. 384 pages, 50 cents.

Books Received

- Adventure of Learning in College* by ROGER H. GARRISON. New York: Harper and Brothers, 1959. 270 pages, \$3.25.
- Boy's Book of Turtles and Lizards* by PERCY A. MORRIS. New York: Ronald Press Co., 1959. 229 pages, \$4.50.
- Career Planning* by LEONARD J. SMITH. New York: Harper and Brothers, 1959. 263 pages, \$3.50 (paper cover).
- Crop Production* (2d ed.) by RICHARD J. DELO-
RIT and HENRY L. AHLGREN. Englewood Cliffs,
N.J.: Prentice-Hall, Inc., 1959. 666 pages,
\$5.50.
- Educators Guide to Free Films* (19th ed.) com-
piled and edited by MARY FOLEY HORK-
HEIMER and JOHN W. DIFFOR. Randolph,
Wis.: Educators Progress Service, 1959. 639
pages, \$7.00 (paper cover).
- Educators Guide to Free Filmstrips* (11th ed.)
compiled and edited by MARY FOLEY HORK-
HEIMER and JOHN W. DIFFOR. Randolph,
Wis.: Educators Progress Service, 1959. 191
pages, \$6.00 (paper cover).
- Elementary Teachers Guide to Free Curriculum
Materials* (16th ed.) edited by PATRICIA H.
SUTTLES. Randolph, Wis.: Educators Progress

- Service, 1959. 346 pages, \$6.50 (paper cover).
- Four-Star Radio Plays for Teen-Agers* edited by
A. S. BURACK. Boston: Plays, Inc., 1959. 246
pages, \$4.00.
- Macbeth in Modern English* by ESTHER W. CUR-
RIE. Chicago: Scott, Foresman and Co., 1959.
103 pages, \$1.60.
- Maintaining Reading Efficiency* by LYLE L.
MILLER. New York: Henry Holt and Co.,
1959. 284 pages, \$3.50 (paper cover).
- A Modern Introduction to College Mathematics*
by ISRAEL H. ROSE. New York: John Wiley
and Sons, Inc., 1959. 530 pages, \$6.50.
- Private Independent Schools* (12th ed.), MANS-
FIELD A. LYON, Ed. Wallingford, Conn.:
Bunting and Lyon, 1959. 1,059 pages, \$7.50.
- Psychology of Adolescence* (5th ed.) by LUELLA
COLE. New York: Rinehart and Co., Inc.,
1959. 731 pages, \$7.00.
- She-Manners* by ROBERT H. LOEB, JR. New
York: Association Press, 1959. 188 pages,
\$3.50.
- Spelling Your Way to Success* by JOSEPH MER-
SAND. Great Neck, N.Y.: Barron's Educational
Series, Inc., 1959. 173 pages, 98 cents (paper
cover).
- Store Salesmanship* (5th ed.) by O. PRESTON
ROBINSON, WILLIAM R. BLACKLER, and WIL-
LIAM B. LOGAN. Englewood Cliffs, N.J.: Pren-
tice-Hall, Inc., 1959. 356 pages, \$3.52.

**Who's Who
Among Our Reviewers**

Mr. Heniser is head of the science department at Thomas Cart Howe High School, Indianapolis, Indiana.

Dr. Birkmaier is professor of education at the University of Minnesota in Minneapolis. She is also chairman of the curriculum committee of the University of Minnesota Laboratory High School.

Dr. Lindvall is associate professor of education at the University of Pittsburgh, Pittsburgh, Pennsylvania.

Dr. Henderson is associate professor of music and education at Syracuse University, Syracuse, New York.

Dr. Cantoni, who is a frequent contributor to the book review columns of THE CLEARING HOUSE, is an associate professor in the department of special education and vocational rehabilitation at Wayne State University's College of Education, Detroit, Michigan. He has also served as president of the Detroit chapter of the Michigan Rehabilitation Association.

➤ The Humanities Today ➤

Associate Editor: HENRY B. MALONEY

TV & Newer Media

An Acorn That Needs an "Oke" from Teachers

At the time this is being written, shortly before the snows of 1959 have set in, a New York television station has planted an acorn in the groves of academe. It is called, "The Play of the Week," and thus far in its two-week-old existence it has received unstinted praise from both professional critics and laymen. It is produced by WNTA-TV, a station that hopes to syndicate it nationally sometime in the future.

Naturally most of the praise for the first two telecasts has been based on production and story values. Judith Anderson's enactment of Medea, in the Robinson Jeffers version of Euripides' tragedy, is a rendering, powerful evening of theater, not soon forgotten. And the moving performances in Graham Greene's *The Power and the Glory* give substance to the thesis that "God writes straight with crooked lines." A priest who is less than perfect dies with courage and moral dignity.

However important these values be, there would be little point in this department's referring to them in January if another factor was not involved. These plays are appearing on tape for seven consecutive days, with the time spot changing for the two weekend performances. This multiple-performance presentation of quality drama is one of the finest educational devices the electronic revolution has provided for the English teacher.

Let us for a moment consider the high-school English teacher's unstable role in the present era of communication. He, like all other teachers, must teach in terms of values, but these values are now being appraised by rocket-age children. Some aspects of the curriculum which have been the stock in trade of English teachers for decades are losing their worth. To put it in terms appropriate to our era, we live during a time when professional football is muscling aside baseball as the national pastime, and we might see the day when ice hockey will elbow them both out of the way because it is faster and more violent than either. English teachers who cling to the traditional *shall-will* distinc-

tion and the undying singularity of *everyone* in these circumstances are living in the prebaseball age of rounders. They are providing students with a tool that is of no use in the students' world, and at the same time ignoring values the students need.

In literature as well as grammar the traditional in some cases lacks pertinence for today. This is not to say that it is the function of literature to provide a practical lesson. But it must communicate. And if the writing style and character motivations of, say, *Jane Eyre* and *Our Town*, become too alien to the values of today's student, he will learn little from a study of them.

What is left? Certainly there are many things that fall under the heading "traditional" which have value for the rocket-age student and which can be presented by the teacher so that interest will be stimulated. But instead of attempting to fill the decayed areas in the traditional structure with more of the same material, the English teacher should recognize and use the vital materials the electronic revolution has provided him with. These new materials are especially apt in dealing with poetry and drama.

Since poetry has customarily been taught as a written art, it has been drained of some of its vitality in the mute pages of the textbook. Such adjuncts of poetry as the Negro spiritual and folk song are virtually ignored because they look silly and repetitive on the printed page. Many teachers are facing up to the fact that a great wealth of poetic literature has now become available on long-playing records, a medium, incidentally, which today's students understand quite well.

Until now the study of TV drama has necessarily been a case of "buying a pig in a poke." Regardless of the quality of the cast, the director, the script itself, there was no way of the teacher's being assured that the elements would gel and that the program would be worth while. This indefiniteness forced the teacher who tried to teach with TV into the difficult role of overnight critic, since few cities outside of New York have a criticism in the next morning's paper.

"The Play of the Week" has eliminated the guesswork. It has made it possible for students to look again at something they might

have overlooked. It has made it possible for teachers to assign a play to an entire class and not expect a third of them to miss it because of other commitments. It has made it possible for students to see and study dramatic literature as a dynamic presentation, not as a static page in a book.

This is the acorn planted in October. Has it taken root?

H.B.M.

POEMS FOR STUDY

SONNET CXVI

By WILLIAM SHAKESPEARE

Let me not to the marriage of true minds (1)
 Admit impediments. Love is not love
 Which alters when it alteration finds,
 Or bends with the remover to remove: (4)
 O, no! it is an ever-fixed mark,
 That looks on tempests, and is never shaken;
 It is the star to every wandering bark,
 Whose worth's unknown, although his height
 be taken. (8)
 Love's not Time's fool, though rosy lips and
 cheeks
 Within his bending sickle's compass come;
 Love alters not with his brief hours and weeks,
 But bears it out even to the edge of doom. (12)
 If this be error, and upon me prov'd,
 I never writ, nor no man ever lov'd.

This sonnet of Shakespeare's, one of those often anthologized, offers some difficulties to the young reader. The principal idea in the poem is probably clear enough to all: real love is permanent, unalterable, immune to time and change.

This idea has universal appeal and has enjoyed a wide popularity for a long time. We all want to believe in the eternal nature of true love, and this sonnet has gained its immense audience because it is an epigrammatic, emphatic, even extravagant statement about the nature of ideal love.

The first common mistake that students make is to read the word "marriage" (line 1) too literally. They visualize a man and woman standing before a priest or a clergyman being bound in holy matrimony; they have no experience with the word marriage in a less exact but equally meaningful sense of "union," which takes no account of sex and does not involve a sacrament or ceremony. In the opening line, the phrase "true minds" also needs explication,

especially the adjective "true." As Shakespeare uses this word here, it has rich connotations. I believe it suggests minds of a certain quality and excellence, worthy minds, capable of deep feeling and loyalty. I also think it means "compatible."

Lines 2 and 3 present no problems, but line 4 does, some of them maybe not wholly soluble. Who is the remover? I believe it is simply another name for time and/or change, but I have heard it urged that the remover is one of the parties to the "marriage" who has defaulted. I think the sense of the line is: when love is affected by time and change, weakens or "bends" to them, it has disqualified itself as genuine love. It is simply a restatement of the idea in line 3.

Lines 5, 6, 7, and 8 in a very bold figure suddenly compare love to the North Star. Ideal love is a sure, stable, certain guide by which we may chart our life's course, just as a navigator plans his course by calculating the height of the star. One would think this would be intelligible to a high-school reader, but I have known a college freshman, hot on the scent of original and subtle metaphor, to interpret "wandering bark" as referring to a puppy who has lost his master.

Some students are floored by line 8, but there is no real ambiguity here. We are simply told that though we can chart our way through life with love as a guide, its real worth can never be measured.

At this point in the sonnet (lines 9 and 10), Shakespeare falls back on a deplorably hackneyed figure (even, I would venture, for the sixteenth century). We have Time's sickle operating deleteriously on rosy lips and cheeks, but love refuses to "bend" or be made a fool of just because people get old and pale and ugly. It hangs on, totally unimpaired, until the crack of doom.

And then Shakespeare gives us his smashing climax in the two closing lines. This barefaced, flat-footed dogmatism and overstatement is extremely impressive. Imagine a man being so sure about this very complex abstraction "love" as to say: If it is ever demonstrated that any of this is erroneous, *I never writ*. In other words, if any of this is not true, then everything becomes a meaningless mockery. And so, somewhat indirectly, the sonnet finally makes the assertion that what gives life meaning is love. Your students will not see this until you show it to them.

WILLIAM ROSS CLARK
 University of Connecticut

IN PRINT

Bargain Books

The paperback has made it possible for everyone to become his own librarian. The public school is the place where we teachers will decide how much of the paperback's enormous potential for self-development will be realized. We intend in this roundup of paperbacks, old and new, to tell you how much pleasure and value we have derived from some of these bargain books. Consider this an open forum on paperbacks, where you can exchange opinions on other titles as well as ideas on how to use them in the classroom.

A Death in the Family by JAMES AGEE. New York: Avon Book Division—the Hearst Corp., 1959. 256 pages, 50 cents.

The beautiful Pulitzer-prize-winning novel by the late James Agee about how a death in the family affects all its members. A major work of our times and a model of style. "Playhouse 90" promises a production in 1959-60—a chance for classroom analysis of a good book and the treatment of it in a mass medium.

The Undiscovered Self by C. G. JUNG. New York: New American Library of World Literature, Inc., 1959. 125 pages, 50 cents.

The latest work by a pioneer in psychiatry and leader of a major non-Freudian trend in modern psychiatry. Dr. Jung sees the discovery of the self and development of the individual as the only viable resistance to the world drift toward totalitarianism. Jung reserves a major place for religion in the growth of the individual.

The Assistant by BERNARD MALAMUD. New York: New American Library of World Literature, Inc., 1958. 192 pages, 35 cents.

The Assistant, winner of the National Book Award, is a novel about the love of a pilferer for a young working girl. He is a Gentile, she a Jew, and the larger impact of the story is what it means to be a Jew.

MARY E. HAZARD
Levittown, Pennsylvania

From the Critics' Notebook

BE RUTHLESS CRITICS (Marvin Barrett in the *Philadelphia Inquirer* for September 30, 1959): "Here's what one of the Nation's magazines is saying this week about television:

"GLAMOUR: TV has its fine hours. The trick is to find them. You certainly won't if you are one of those stuffy souls who from sheer snobbery refuse to look setward. . . . Nor are you likely to be any more successful if you are a TV hog, glued to the set every moment not occupied by urgent bodily needs. In the ocean of slop the good meat very likely will be gulped down unnoticed.

"To discover the gold at the heart of TV you can neither be an ascetic nor a glutton. Temperance is the watchword, selective moderation.

"TV Gratis is an illusion. Sooner or later the dollars that pay for the weekly horrors and occasional masterpieces come from our own pockets. So speak up. Be ruthless. TV has had its baptism of boredom, its middle years of mediocrity. It is now time for it to grow up.

"Let us approach our sets belligerently. Tell ourselves, 'I am here because I expect and deserve something good. I won't be lulled by slick productions or big names. The minute I think you are trying to put something over on me I am switching you off and going back to my reliable reading or knitting.'

"It will help if you make TV viewing an occasion. Bad television can't stand up to respectful attention.

"TV's news and public affairs shows are almost always a good bet. . . . The talk shows are more chancey, but if they suddenly take fire, you'll be in on TV at its most dazzling.

"And what about entertainment, pure and simple? Personality seems to take precedence over performance. . . . There are rare instances when the two are in perfect balance.

"For all the loose talk about TV spectaculars, the successful spectacle is practically unknown on TV. Whether it is musical or dramatic, TV might as well make up its mind to be intimate, not grandiose; subtle, not histrionic.

"Good bad TV . . . is the TV that, if you missed it, would not make the slightest difference, and that, along with bad bad TV, amounts to about 90 percent of the programs. In small doses it is a harmless narcotic; in large ones it is poison.

"What television is, is your responsibility. . . . The way you can get your approval or disapproval to the sponsor, network, producer, is to write."

Audio-Visual News

By EVERETT B. LARE

Third Industrial Film and Audio-Visual Exposition

September 28-October 1, 1959
New York City

An important exhibition for the metropolitan area has developed in the past three years. Although on a smaller scale than the N.A.V.A. Exposition in Chicago, seventy-one exhibitors displayed their wares this time. In addition to the exhibits, demonstration classroom sessions on "The Utilization of Instructional Materials," including closed-circuit television, were presented daily through the co-operation of the Metropolitan-New York Audio Visual Association. Other lectures of interest to business and education were scheduled from 2:00 to 6:00 P.M. daily.

I was able to attend the Wednesday program meeting, at which a panel consisting of James McPherson of the United State Office of Education, William Rochelle, President of the New York State A-V Council, and Emma Santone of Montclair State College, New Jersey, presented a discussion on "The Improvement of Teaching through Materials."

In the exhibit area the latest products of commercial firms were attractively displayed and demonstrated. Among the new techniques, methods of producing and animating transparencies for the overhead projector drew attention. The Ozalid and Technifax corporations demonstrated transparency making, using the ammonia process. Charles Beseler and Victorlite Industries displayed the latest models of their overhead projectors.

Visa-Matic Corporation presented a new technique for highlighting any one of twelve predetermined portions of an overhead transparency or a combination of these portions. Through use of an adapter and filters to produce and control polarized light, the effects from one transparency are similar to those produced by a series of overlays but with the advantage of a smoothness of operation, highlighting various portions and fading from one to another in a manner that would be hard to achieve with overlays. And please remember that this is all done from a single transparency with suitable filters attached, similar to Scotch

tape. Visa foils are available in seven colors and clear plastic at \$5.50 per package of twenty-five. The adapter and case are priced at \$99.50. An introductory kit containing the adapter, thirteen packages of foils, filters, adhesive, and thinner sells for \$175. (Visa-Matic Corp., 49 W. 32d St., New York City.)

Another new technique, called "Technamation," was presented by Technical Animations. This technique produces the effect of animation in a transparency without any actual motion in the transparency. Like the Visa-Matic technique, it is produced by polarized light. Linear motion—right or left, up or down—at various speeds, rotary motion, radiation motion, turbulence, blinking action, and gas action may be achieved by application of adhesive polarizing strips to a transparency. A polarizing spinner attached to the projector completes the equipment needed. As the technique was displayed at the convention, applications for use of it would be for any transparency where motion is desired in one or several parts of the transparency but where the entire scene is motionless. For example, cross sections of motors, machines, turbines, gears and wheels, and electric current in wiring diagrams. Polarizing projector spinners are priced from \$67 to \$165, depending on the make of overhead projector. Adhesive polarizing sheets are priced from \$5.50 to \$27 a sheet. Each sheet is cut to fit the section of the transparency to be animated. If desired, Technical Animations will produce the entire transparency, including animation, or will animate your transparency. However, it appears possible to do the animation easily yourself. (Technical Animations, 273 Main St., Port Washington, N.Y.)

Synchronized sound with filmstrips and slides was presented by several concerns. Donnlus-Siegel Corporation have six models of their Synchro-Mat. Model S has full recording and playback of tape and is complete with a 500-watt slide projector and a detachable speaker. Model F is the same as Model S except it is equipped with a filmstrip projector. In each the movement of the slides or filmstrip is controlled by the inaudible signal recorded on the second track of the tape. The amplifier is completely transistorized and may be used as a public-address system. In each model the projector is re-

movable. Model C consists of the recorder and playback unit for use with your remote-control projection unit. Each of these models is available as a playback unit only. This cuts down the cost when they are used with prerecorded tapes and removes the danger of accidental erasure. Models are priced from \$330 to \$495. (Donnlu-Siegel Corp., Jackson, Mich.)

York Syncro film uses a similar technique. Sound is recorded on tape, first track. Inaudible signals for changing slides are recorded on the second track. With the LeBelle projector and tape recorder, it is possible to use up to 175 slides and to have two hours of continuous recording. York Syncro film will do the complete production job—photography and sound—or, using your slides, will add sound and commentary. (York Sight-Sound Productions, 346 Fulton St., Troy, N.Y.)

Among the displays of DuKane Corp. was a push-button filmstrip projector with rewind. This would be suited for automatic synchronization with any two-track tape recorder, such as those mentioned above. Model 576-47 is priced at \$144.50. (DuKane Corp., St. Charles, Ill.)

Another filmstrip projector ideally suited for individual or small group use was the DuKane Flip-Top Projector. This has a small 9-inch by 7-inch polacoat glass screen with rear illumination. Advance of the filmstrip is manual but the sound system takes a standard 45 r.p.m. large-hole record. Price, \$115. (DuKane Corp., St. Charles, Ill.)

The ultimate in rear-view projection, if size, weight, and cost are of no object, were the Staples-Hopmann multipurpose rear-view projectors. Two models are available. One has a Bell and Howell JAN-type movie projector and "Explorer" 2-inch by 2-inch slide projector. The second model replaces the slide projector with a DuKane 547-47 filmstrip projector. Each model gives fingertip control of each projector within a radius of fifteen feet from the cabinet combined with a portable microphone that may be cut in at any time. In addition it is possible to use a third projector through a window in the side of the cabinet. Thus, the rear-view screen may be used with an overhead or an opaque projector. Prices: \$2,850 for a 25-inch by 34-inch screen; \$3,650 for a 35-inch by 48-inch screen. (Staples-Hopmann Corp., 500 East Monroe Ave., Alexandria, Va.)

Transvision has introduced a new model of their classroom television set. It appears to have improved mobility. Instead of being mounted on a large three-speaker base, it uses for a base a tubular steel frame equipped with

large casters. The set is removable from the base for carrying up and down stairs. It retains other features that have made it a classroom favorite: 60-inch height; 5- or 10-watt amplifier; 21-inch or 24-inch picture tube; wooden cabinet, locked front and back; tape-recording jack. Six models include Channels 2 through 13 or Video Monitor or both. For prices and bids, contact Transvision, Inc., New Rochelle, N.Y.

Portable easels were displayed by Oravisual Co. and Advance Furnace Co. Oravisual has portable models from \$49.75 to \$79.50. Features include aluminum frame, extension legs, pointer, clamp for attaching a paper pad, chart shelf, chart holders, crayon box, rotating aluminum panel. Instead of the aluminum panel, a steel panel finished in green is available for magnetic chalk-board use. Folding flannel boards made on aluminum panels are stocked in sizes from 48-inch by 36-inch to 72-inch by 48-inch, priced from \$39.50 to \$76.00. Built-in easels are provided for use on a table. However the floor easels described above are more suitable. (Oravisual Co., St. Petersburg, 33, Fla.)

The Optivox visual-aid easel features a basic green steel surface for chalk-board use, aluminum legs, accessory tray. To this basic equipment may be added magnets, flannel board, paper pads, white and black light, and extension arms. Basic price is \$44.95. Extra features, complete, may add up to about \$90 more. (Advance Furnace Co., 2310 East Douglas, Wichita, Kan.)

Improvements have been made to the Teclite movie projector S-20. It now has a twenty-watt amplifier and uses up to 1,200-watt projection lamp. It retains previous features of sound-silent speeds, forward and reverse, and eight-inch detachable speaker. Price \$550. A cheaper model, S-5, is available without reverse and with a five-watt amplifier and six-inch speaker permanently mounted. (Technical Service, Inc., 30865 W. Five Mile Road, Livonia, Michigan.)

In the filmstrip projector field, Graflex has produced the Instructor 150, featuring the new pin-type reflector 150-watt lamp, push-button advance, easy threading. At the price of \$39.95, this projector should be investigated for brilliance of performance in your projection situation. (Graflex, Inc., Rochester 3, N.Y.)

Filmstrips on Soviet Russia

A set of filmstrips has been released by S.V.E. on Soviet Russia. They appear to be quite authentic and have been well received by the teachers in the Ossining, N.Y., public schools.

Each filmstrip, in color, is \$6.50; complete set of seven, \$39.75. Society of Visual Education, Inc., 1345 Diversey Parkway, Chicago 14, Ill.

Titles and résumés as presented by the distributors follow:

A295-1 HOUSING AND HOME LIFE IN THE SOVIET UNION: Authentic color pictures taken in and near Moscow, Leningrad, Kiev, and Tashkent illustrate the types of houses found in rural, suburban, and urban areas. Building materials, types of architecture, and workmanship are depicted. This filmstrip also takes you inside Russian apartments, hotels, and day nurseries.

A295-2 SCHOOLS AND PIONEER ACTIVITIES IN THE SOVIET UNION: Educational facilities and activities from kindergarten through the university are described. Classroom scenes give an insight into methods of teaching and the equipment that is used. Planned out-of-school activities are shown in a pioneer camp near Moscow and in a pioneer palace in Leningrad.

A295-3 AGRICULTURE IN THE SOVIET UNION: This filmstrip shows activities on many types of farms, such as experimental dairy farms, irrigated farms in central Asia, and new farms in Siberia. Changes in farming methods and contrasts in new and old equipment are illustrated.

A295-4 FOODS, MARKETS, AND STORES IN THE SOVIET UNION: Color photographs illustrate various aspects of marketing in the Soviet Union. People are shown in the market in Moscow, at country markets, in GUM (Russia's largest department store), and at vending machines and street stands where refreshments are sold. Also included are dining scenes in homes, hotels, and schools.

A295-5 TRANSPORTATION AND COMMUNICATION IN THE SOVIET UNION: Almost every type of transportation can be seen in the Soviet Union. Street scenes in Moscow, Leningrad, Kiev, and Tashkent show the types that are commonly used in cities. People are seen at railroad stations, in the Moscow subway, on excursion boats, and on ferries. Also included are various means of communication, such as postal service, newspapers, magazines, outdoor advertising, telephone, radio, and television.

A295-6 FOUR CITIES OF THE SOVIET UNION—MOSCOW, LENINGRAD, KIEV, TASHKENT: Four cities are pictured to give an idea of their historical background and significance and their general appearance. Important landmarks, such as the Kremlin, and famous buildings are included.

A295-7 NATURAL RESOURCES OF THE SOVIET UNION: The maps and photographs in this filmstrip illustrate various land forms, areas of good soil, navigable waterways, types of vegetation, climatic conditions, and the location of mineral resources. Activities of the people in relation to the environment are shown at places that are in or near Moscow, Leningrad, Kiev, Karkov, Yalta, Barnaul, and Tashkent.

Audio-Visual Publications on Public Information

Available from A-V Council on Public Information, Room 2230, 250 W. 57th St., New York 19, N.Y.

A CRISIS IN EDUCATION (\$7.50 per hundred). A four-page pictorial brochure describing how modern teaching tools—audio visuals, properly used—will help meet the present crisis in education.

TELLING YOUR A-V STORY (\$20.00 per hundred). A sixteen-page public relations guidebook to help A-V directors and school administrators explain the value of audio visuals to teachers and the public.

A-V ON THE AIR (\$20.00 per hundred). A twenty-page handbook to help A-V directors and school administrators in using radio and television facilities to explain the value of audio visuals.

LAUNCHING YOUR A-V PROGRAM (\$20.00 per hundred). A guide for school administrators explaining the role of administrators, teachers, and A-V co-ordinators in introducing an A-V program in a school.

THE CASE OF THE CURIOUS CITIZEN (\$2.00 each). A color-slide presentation with recorded narration and manual, showing audio-visual resources in a modern school. Also available as a filmstrip.

NEW VIEWPOINTS IN GEOGRAPHY

PRESTON E. JAMES, *Editor*

This is the Yearbook which teachers have been asking for. This 1959 Yearbook of the NCSS meets a real need and is a valuable contribution to the literature on geography for teachers. It is *must* reading for all social studies teachers. Contributors are leading geographers with special competence in their field.

Chapters deal with geography as seen by professional geographers and give teachers an insight into the various aspects of geography. Other chapters suggest ways in which geography can be used in the classroom and contain ideas, tools, and methods which the reader may utilize in his own teaching.

Classroom teachers, supervisors, administrators, and everyone else having the responsibility for social studies instruction, will find this Yearbook useful as they attempt to make the essential facts of geography function in the daily lives of young citizens.

CONTENTS

- | | |
|---|---|
| I. The Hard Core of Geography | IX. An Approach to Social Studies Through Historical Geography |
| II. American Geography at Mid-Century | X. The Use of Culture Areas as a Frame of Organization for the Social Studies |
| III. Professional Contributions to Physical Geography | XI. Teaching Geography Out-of-Doors |
| IV. Progress in Human Geography | XII. The Use of Maps, Globes, and Pictures in the Classroom |
| V. Progress in Economic Geography | XIII. The Place of Physical Geography in the Curriculum |
| VI. Progress in Regional Geography | XIV. The Role of Geography in the Training of the Social Studies Teacher |
| VII. Cartographic Developments and New Maps | XV. Preparation for Teaching Geographic Concepts and Generalizations |
| VIII. Geography in the Elementary Social Studies Program: Concepts, Generalizations, and Skills To Be Developed | XVI. The Teaching of Geography in the Soviet Union |

Order from the

NATIONAL COUNCIL FOR THE SOCIAL STUDIES

1201 Sixteenth Street, N.W.
Washington 6, D.C.

Paper, \$4.00; cloth, \$5.00

Quantity Discounts



"Preparing youth to meet the growing complexities of adult living . . ."

SUCCESSFUL LIVING

by Eleanor M. Peterson

Director of Special Services
Spokane, Washington school system

SUCCESSFUL LIVING offers guidance to the high school student in solving his basic problems of personal adjustment.

It may easily be adapted to courses in guidance, human relations, elementary psychology, mental hygiene, personal problems, family living, and occupational planning.

The psychological, social, and vocational factors affecting the adolescent's life are discussed in relation to his total personality.

Brief, interesting anecdotes showing common teen-age problems of personal adjustment are cited at the beginning of each unit.

Eleanor M. Peterson received her Ph.D. from Columbia University and was formerly teacher of English and mathematics at North Central High School in Spokane, Washington.

During World War II Dr. Peterson served as educational services officer in the Navy.



ALLYN and BACON, Inc.

Boston

Atlanta

Englewood Cliffs, N.J.

Dallas

Chicago

San Francisco

